

URBAN/MUNICIPAL

CA4 ON HBL W26

A35

MAY - DECEMBER 1988

AGENDA OF THE OPERATIONS
MANAGEMENT COMMITTEE OF THE
BOARD OF EDUCATION FOR THE
CITY OF HAMILTON

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 05 10.

Confirmation of the minutes of the last regular meeting.

GENERAL

missing
pp 1-25, 26-39,
40-47

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: policy for donation of funds for special projects/activities outside the responsibility of the Hamilton Board of Education - **pages 1 & 2.**
2. Report from the officials re: condition of Hamilton Board's fields - **pages 3-5.**
3. Report from the officials re: portables - R. A. Riddell (tabled from March meeting of Operations Management Committee - 1988 03 08.) - **page 6.**
4. Report from the officials re: Child Care - **pages 7-19.**
5. Continuing Education - Fairview Adult Learning Centre - **pages 20-24.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 25 & 25A.**
2. Presentation from A. M. Cunningham Home & School Council - **please see separate report.**
3. Investment of Short Term Funds - **pages 25B-25F.**
4. Cash Flow - **pages 25G-25J.**
5. Cafeteria Report - **pages 26-34.**
6. Permission to sell Bell Cairn School - **pages 35-39.**
7. Area 3 Office - **pages 39A-39C.**
8. ****Non-Resident Tuition Fees - page 39D**.**
9. ****Appointment of Architect - elementary school in Block 79 - page 39E.****
10. ***Appointment of Architect - renovations for Fairfield and Robert Land Schools - page 39F.****
11. ***Solicitor's Fee for the period January 1, 1988 to March 31, 1988 - \$21,174.15.****
12. Report of the Special Education Advisory Committee - **page 40.**

****In addition to agenda mailed out.**

URBAN MUNICIPAL

MAY 18 1988

GOVERNMENT DOCUMENTS

MAY 10/88

13. Report of the French Language Education Council re: Transportation - pages 41-47.
- 14.*Report of the Communications Advisory Committee - pages 47A-47J.**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials re: city wide survey - Core French Program - pages 48-78.

NEW BUSINESS:

1. Recommendations of the Director of Education - page 79.

*In addition to agenda mailed out.

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CONCLUSION

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THE HAMILTON STUDENTS' BUILDING TRADES TRUST FUND

BALANCE SHEET

AS AT DECEMBER 31, 1987

Assets

Current Assets

Cash and Short-term Deposits	\$ 11,443
Interest Receivable	554

	\$ 11,997
	=====

Equity

Balance, December 31, 1986	\$ 12,287
Add: Interest Earned During Year	1,110

	13,397
Deduct: Expenditure for Student Awards	1,400

Total Equity	\$ 11,997
	=====

Respectfully submitted,

J. Fennell

Secretary of Finance and Treasurer

THE HONORABLE THE SECRETARY OF THE
TREASURY
WASHINGTON, D. C.
DECEMBER 31, 1950

Dear Sir:

Enclosed herewith

are two copies of the

report of the

Committee

on the subject of the

report of the

Committee on the subject of the

report of the

report of the

1988 05 10.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Short Term Investments report for April 1988.

REVENUE FUND

Interest earned to date in 1988 amounts to \$94,276 vs \$26,363 in 1987.
Accrued interest earnings for the year are estimated at \$290,000 vs \$364,666
earned in 1987.

CAPITAL RESERVE FUND

Interest earned to date in 1988 amounts to \$185,755 vs \$153,680 in 1987.
Accrued interest earnings for the year are estimated at \$490,000 vs \$496,108
earned in 1987.

RETIREMENT GRATUITY RESERVE FUND

Interest earned to date in 1988 amounts to \$182,185 vs \$166,247 in 1987.
Accrued interest earnings for the year are estimated at \$530,000 vs \$555,724
earned in 1987.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

1974-75

TO THE CHAIRMAN AND MEMBERS
OF THE HOUSE OF REPRESENTATIVES
AND THE SENATE

REPORT

I am pleased to present the report of the committee for the year 1974.

REPORT

Interest earned in 1974 on the account of \$14,500 was \$1,100.00. The interest earned on the account of \$14,500 was \$1,100.00.

REPORT

Interest earned in 1974 on the account of \$14,500 was \$1,100.00. The interest earned on the account of \$14,500 was \$1,100.00.

REPORT

Interest earned in 1974 on the account of \$14,500 was \$1,100.00. The interest earned on the account of \$14,500 was \$1,100.00.

Respectfully submitted,

Chairman of the Committee

1974

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE MONTH OF APRIL, 1988

PAGE 25C.

REVENUE FUND

	<u>BANK</u>	<u>AMOUNT</u> \$	<u>TERM</u> Month-Day to Month-Day	<u>RATE</u> %	<u>INTEREST</u> <u>EXPECTED</u> \$	<u>THIS MONTH</u> \$
REVENUE FUND	TD-t	1,550,000	04 06 - 04 11	8.50	1,805	1,805
<u>SALES</u>	TD-t	750,000	04 07 - 04 11	8.25	678	678
	TD-t	1,400,000	04 08 - 04 11	8.35	961	961
	BNS-m	650,000	04 18 - 04 25	8.25	1,028	1,028
	BNS-m	200,000	04 18 - 04 26	8.25	362	362
	BNS-m	500,000	04 18 - 04 29	8.25	1,243	1,243
	TD-t	150,000	04 22 - 04 29	8.00	230	230
TOTAL REVENUE FUND SALES		\$ 5,200,000 =====				

REVENUE FUND
INVENTORY

TOTAL REVENUE FUND INVENTORY	\$ 0 =====	REVENUE FUND INTEREST EARNED THIS MONTH	\$ 6,307
		REVENUE FUND INTEREST EARNED THIS YEAR	\$109,747
		LESS: INTEREST EXPENSE - CAPITAL FUND	(3,067)
		- RESERVE FUND	(12,404)
		TOTAL REVENUE FUND INTEREST EARNED TO DATE	\$ 94,276 =====

BNS = Bank of Nova Scotia t = term deposit
 BC = Bank of Commerce m = mortgage
 BM = Bank of Montreal
 RB = Royal Bank
 TD = Toronto Dominion

PORTFOLIO SUMMARY (Continued)

CAPITAL RESERVE FUND

	BANK	PANEL	AMOUNT \$	TERM Month-Day to Month-Day	RATE %	INTEREST	
						EXPECTED \$	THIS MONTH \$
CAPITAL FUND	BNS-t	S	1,000,000	02 15 - 04 08	8.50	12,342	1,863
<u>SALES</u>	BNS-t	E	1,125,000	03 10 - 04 08	8.20	7,329	2,022
	BNS-t	S	450,000	03 10 - 04 11	8.20	3,235	1,112
	BNS-t	S	250,000	03 10 - 04 12	8.20	1,853	674
	BNS-t	S	125,000	03 10 - 04 13	8.20	955	365
	BNS-t	S	<u>1,017,000</u>	03 15 - 04 25	8.25	9,425	5,747
TOTAL CAPITAL			\$3,967,000				
FUND SALES			=====				

CAPITAL FUND	BNS-m	E	155,000	03 25 - 05 02	8.15	1,315	1,038
<u>INVENTORY</u>	BNS-t	E	1,542,000	03 31 - 05 10	8.30	14,026	10,519
	BNS-t	S	437,000	03 31 - 05 10	8.30	3,975	2,981
	BNS-m	E	600,000	04 08 - 05 12	8.40	4,695	3,038
	BNS-m	E	533,000	04 08 - 05 13	8.40	4,293	2,699
	BNS-p	S	453,000	04 11 - 05 24	8.25	4,403	1,945
	BNS-m	E	353,000	04 18 - 05 25	8.25	2,952	957
	BNS-m	S	1,025,000	04 25 - 05 30	8.30	8,158	1,165
	BNS-m	S	<u>775,000</u>	04 08 - 05 31	8.40	9,453	<u>3,924</u>

TOTAL CAPITAL \$5,873,000
FUND INVENTORY =====

CAPITAL FUND INTEREST EARNED THIS MONTH \$ 40,049

CAPITAL FUND INTEREST EARNED THIS YEAR \$182,688

PLUS: INTEREST ON FUNDS LOANED TO
REVENUE FUND 3,067

TOTAL CAPITAL FUND INTEREST EARNED
TO DATE \$185,755
=====

BNS = Bank of Nova Scotia
BC = Bank of Commerce
BM = Bank of Montreal
RB = Royal Bank
TD = Toronto Dominion

t = term deposit
m = mortgage
p = properties

E = Elementary
S = Secondary

PORTFOLIO SUMMARY (Continued)

RETIREMENT GRATUITY RESERVE FUND

		AMOUNT	TERM	RATE	INTEREST	
		\$	Month-Day to Month-Day	%	EXPECTED	THIS MONTH
					\$	\$
RESERVE FUND	BNS-t	2,062,000	02 15 - 04 08	8.50	25,450	3,842
<u>SALES</u>	BM-m	558,000	03 17 - 04 11	7.75	2,962	1,303
	BNS-t	480,000	03 21 - 04 11	7.75	2,140	1,121
	BNS-t	253,000	03 23 - 04 11	7.75	1,021	591
	BNS-t	150,000	03 15 - 04 13	8.25	983	441
	BNS-t	550,000	03 15 - 04 14	8.25	3,729	1,740
	BNS-t	465,000	03 15 - 04 15	8.25	3,258	1,577
	BNS-t	283,000	03 15 - 04 26	8.25	2,687	1,663
	BNS-m	253,000	03 24 - 04 29	8.15	2,034	1,638
	BNS-m	370,000	03 25 - 04 29	8.15	2,892	2,396

TOTAL RESERVE FUND SALES \$5,424,000
=====

RESERVE FUND	BNS-m	2,088,000	04 08 - 05 10	8.40	15,377	10,572
<u>INVENTORY</u>	BNS-m	196,000	04 11 - 05 24	8.25	1,905	842
	BNS-m	600,000	04 18 - 05 26	8.25	5,153	1,627
	BNS-m	680,000	04 18 - 05 31	8.25	6,609	1,844
	BNS-m	197,000	04 18 - 06 01	8.25	1,959	534
	BNS-m	286,000	04 26 - 06 01	8.25	2,327	259
	BM-m	628,000	04 29 - 06 09	8.50	5,996	146

TOTAL RESERVE FUND INVENTORY \$4,675,000
=====

RESERVE FUND INTEREST EARNED THIS MONTH \$ 32,136

RESERVE FUND INTEREST EARNED THIS YEAR \$169,781

PLUS: INTEREST ON FUNDS LOANED TO REVENUE FUND 12,404

TOTAL RESERVE FUND INTEREST EARNED TO DATE \$182,185
=====

BNS = Bank of Nova Scotia t = term deposit
BC = Bank of Commerce m = mortgage
BM = Bank of Montreal
RB = Royal Bank
TD = Toronto Dominion

PORTFOLIO SUMMARY (Continued)

TOTAL PORTFOLIO	\$10,548,000	TOTAL PORTFOLIO INTEREST EARNED THIS MONTH	\$ 78,492
	=====		=====
		TOTAL PORTFOLIO INTEREST EARNED THIS YEAR	\$462,216
			=====
		TOTAL PORTFOLIO INTEREST TO DATE 1987	\$346,290
			=====
		TOTAL INTEREST EARNED INCREASE (DECREASE) OVER 1987	\$115,926
			=====

CAPITAL RESERVE FUND

The major Capital Fund receipts for 1986 are investment interest earnings, direct Capital Grants (various), site sales, and a transfer from the Reserve Fund.

The major Capital Fund expenditures for 1986 are St. P. Daniel/McPhail, St. A. St. John, St. C. Alton, New Junior School, Burlington, and Year 3 of the Burlington Project.

Sincerely submitted,

J. Power,

Superintendent of Finance and Treasurer.

10/19
1986.

1988 05 10

1988 05 10.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Cash Flow report as at 1988 04 30. This report is based upon the approved budget of \$201,125,211.

REVENUE FUND

Cash receipts are forecasted as follows by source:

Levy receipts from the City of Hamilton for the first four months of 1988 are according to the City's schedule of 1988 01 21. We will be notified of the revised payment schedule in May.

Grant receipts from the Province of Ontario are also received according to their letter of 1987 12 23.

Cash receipts of miscellaneous revenues are estimated in accordance with last year's experience.

Expenditures have been planned in accordance with expectations based upon the approved 1988 Budget.

CAPITAL RESERVE FUND

The major Capital fund receipts for 1988 are investment interest earnings, Direct Capital Grants (Vanier), Site Sales, and a transfer from the Revenue Fund.

The major Capital fund expenditures for 1988 are G. P. Vanier/MacPhail, R. A. Riddell, G. R. Allan, New Junior School, Burkholder, and Year 1 of the Renovation Program.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

1966-67

TO THE CHAIRMAN AND MEMBERS,
OF THE JOINT SELECT COMMITTEE,
HOUSE OF REPRESENTATIVES,
WASHINGTON, D.C.

Dear Sirs:

I am pleased to submit to you this report as required by the
Joint Select Committee on the Administration of the Government.

Summary

The following are included in this report:

1. A review of the activities of the Joint Select Committee in 1966.
2. A review of the activities of the Joint Select Committee in 1967.
3. A review of the activities of the Joint Select Committee in 1968.

4. A review of the activities of the Joint Select Committee in 1969.
5. A review of the activities of the Joint Select Committee in 1970.

6. A review of the activities of the Joint Select Committee in 1971.
7. A review of the activities of the Joint Select Committee in 1972.

8. A review of the activities of the Joint Select Committee in 1973.
9. A review of the activities of the Joint Select Committee in 1974.

Conclusions

The Joint Select Committee has been successful in its efforts to
improve the administration of the Government. It has been able to
identify areas of weakness and to recommend effective measures to
improve the administration of the Government.

The Joint Select Committee has been successful in its efforts to
improve the administration of the Government. It has been able to
identify areas of weakness and to recommend effective measures to
improve the administration of the Government.

Respectfully submitted,

J. Edgar Hoover,
Director, Federal Bureau of Investigation.

Enclosure

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTONR E V E N U E F U N D1988 CASH FLOW(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH</u> <u>IN (OUT)</u>	<u>BALANCE</u> <u>AVAILABLE</u>	<u>INVESTED IN</u> <u>PORTFOLIO</u>	<u>OTHER & (BORROWED)</u>
<u>ACTUAL</u>						
Balance Forward 1988 01 01				\$ 10,865	11,020	(155) -
January	13,219	15,803	(2,584)	8,281	8,505	(224) -
February	13,218	18,696	(5,478)	2,803	2,730	73 -
March	12,882	17,989	(5,107)	(2,304)	-	(19) (2,285)
April	16,896	17,528	(632)	(2,936)	-	171 (3,107)
<u>FORECAST</u>						
May	21,112	18,831	2,281	(655)	-	- (655)
June	20,457	18,458	1,999	1,344	1,344	- -
July	18,684	12,788	5,896	7,240	7,240	- -
August	12,652	6,543	6,109	13,349	13,349	- -
September	16,317	16,324	(7)	13,342	13,342	- -
October	15,979	20,431	(4,452)	8,890	8,890	- -
November	15,783	19,435	(3,652)	5,238	5,238	- -
December	<u>22,399</u>	<u>20,308</u>	2,091	7,329	7,329	- -
TOTAL	\$199,598 =====	\$203,134 =====				

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PAGE 25I.

1988 PROJECTED CASH FLOW

REVENUES (000'S)

<u>MONTH</u>	<u>MUNICIPAL TAX LEVY</u>	<u>LEGISLATIVE GRANTS</u>	<u>MISCELLANEOUS</u>	<u>TOTAL</u>
<u>ACTUAL</u>				
January	\$ 8,719	3,294	1,206	13,219
February	8,725	3,398	1,095	13,218
March	8,358	3,529	995	12,882
April	8,535	6,021	2,340	16,896
<u>FORECAST</u>				
May	9,884	10,065	1,163	21,112
June	9,884	9,403	1,170	20,457
July	9,678	6,769	2,237	18,684
August	9,884	1,289	1,479	12,652
September	9,871	4,899	1,547	16,317
October	9,884	4,899	1,196	15,979
November	9,884	4,899	1,000	15,783
December	<u>16,005*</u>	<u>4,964</u>	<u>1,430</u>	<u>22,399</u>
TOTAL	<u>\$119,311</u> =====	<u>\$ 63,429</u> =====	<u>\$ 16,858</u> =====	<u>\$199,598</u> =====

* Includes payments in lieu, telephone and telegraph, and supplementary taxes.

1988 05 10

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

C A P I T A L R E S E R V E F U N D1988 CASH FLOW(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH</u>	<u>BALANCE</u>	<u>INVESTED IN</u>		
			<u>IN (OUT)</u>	<u>AVAILABLE</u>	<u>PORTFOLIO</u>	<u>OTHER & LOANED</u>	
<u>ACTUAL</u>							
Balance Forward 1988 01 01				\$ 7,115	7,109	6	-
January	\$ 43	44	(1)	7,114	7,109	5	-
February	62	218	(156)	6,958	6,955	3	-
March	78	279	(201)	6,757	6,101	6	650
April	110	308	(198)	6,559	5,873	8	678
<u>FORECAST</u>							
May	64	265	(201)	6,358	6,358	-	-
June	1,369	325	(1,044)	7,402	7,402	-	-
July	556	637	(81)	7,321	7,321	-	-
August	30	783	(753)	6,568	6,568	-	-
September	505	712	(207)	6,361	6,361	-	-
October	1,057	431	626	6,987	6,987	-	-
November	30	387	(357)	6,630	6,630	-	-
December	<u>295</u>	<u>394</u>	(99)	6,531	6,531	-	-
TOTAL	\$ 4,199 =====	\$ 4,783 =====					

May 4, 1988

PAGE 39A.

To the Chairman and Members
Operations Management Committee
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Report on Accommodations for Area 3 Offices

As a result of reductions in the 1988 budget, the item for the Area 3 office relocation in the amount of \$100,000 was deleted. In view of the emphasis that has been placed on the decentralization of our system and therefore, the establishment of area offices, it is felt that it is important that steps be taken as soon as possible to provide these accommodations. An alternative to relocating all of the area offices to decentralized locations at this time could be to provide temporary facilities in the Education Centre for some areas. Staff is currently in the process of examining this possibility together with the physical changes that would be required to the Education Centre to provide for these accommodations. In this regard, we have re-examined the possibility of relocating the Area 3 office to a decentralized location, i.e. Elizabeth Bagshaw Public School.

In staff's opinion, this would not only eliminate the requirement to temporarily set up Area 3 offices in the Education Centre, for an estimated cost of \$15,000 but also would enable us to spend money on renovations to establish the facility at the proposed permanent location. In addition, it would make space available in the Education Centre, to allow for the physical changes associated with the administrative re-organization requirements to be addressed in the Education Centre and would eliminate the temporary facilities for Area 3.

continued.....

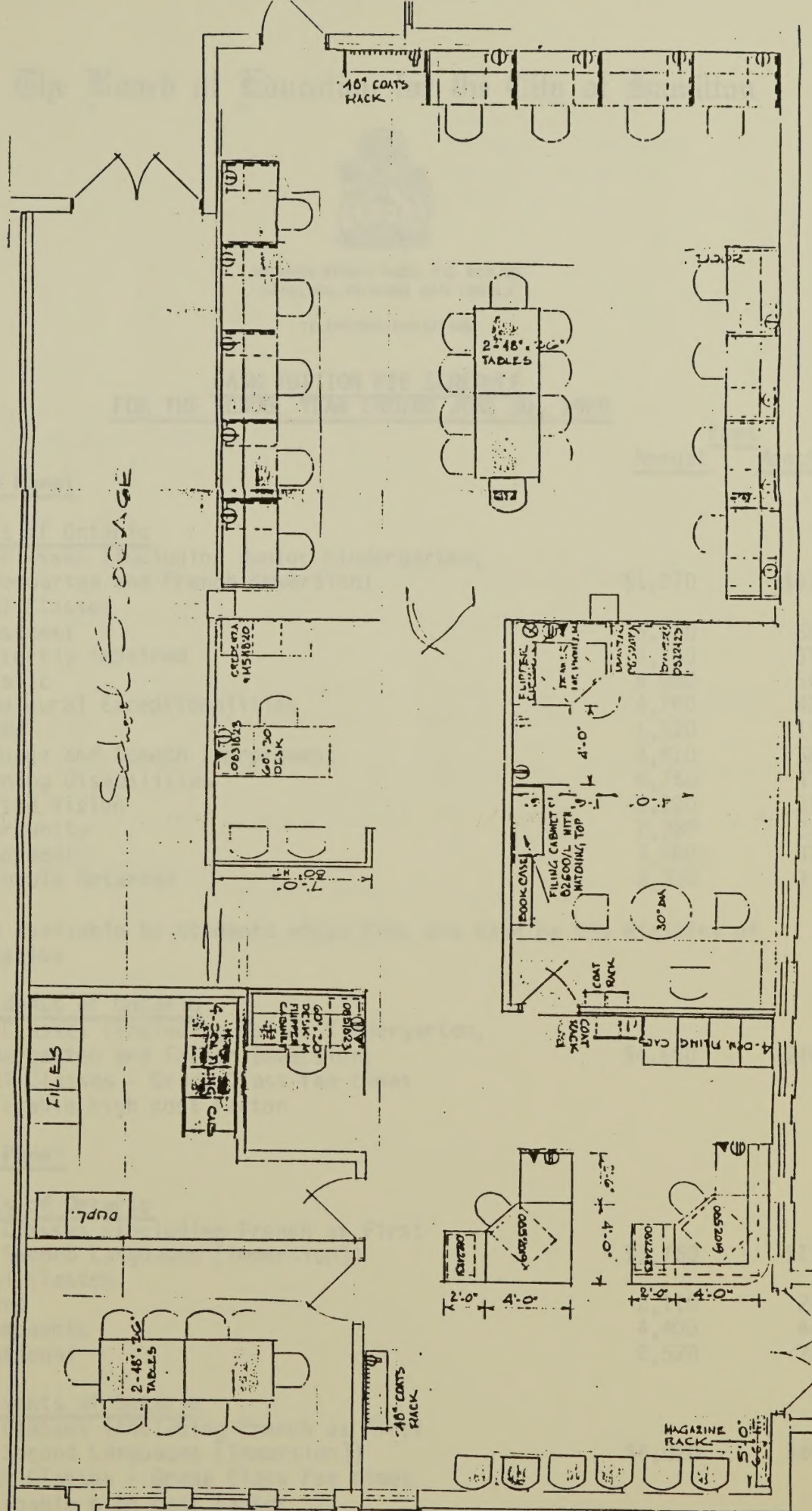
The proposal would require that Area 3 be set up in space available at Elizabeth Bagshaw School for September of 1988, as Phase I of what would eventually be the final area location. It is estimated that Phase I could be undertaken for approximately \$25,000 and although it would not provide the complete facility required, it would enable the area to function in September of 1988. It is visualized that this would be followed up with a request for funds to be included in next year's budget to complete Phase II of the project, which would fulfill the necessary accommodation requirements for Area 3.

Recommendation

That additional funds from the capital from current account be provided in the amount of \$25,000 to set up Phase I of the Area 3 office accommodation at Elizabeth Bagshaw School for September 1988.

Proposed and submitted by: R. T. Orlando, Superintendent of Plant

Approved by: A. J. Krever, Director of Education



The Board of Education for the City of Hamilton



PAGE 39D.

100 MAIN STREET WEST, P.O. BOX 558
HAMILTON, ONTARIO, CAN. L8N 3L1

TELEPHONE (416) 527-5092

CASH TUITION FEE SCHEDULE FOR THE SCHOOL YEAR ENDING JUNE 30, 1989

	Fees	
	Annual	Monthly
<u>Elementary Panel</u>		
<u>Residents of Ontario</u>		
Grade Classes (including Junior Kindergarten, Kindergarten and French Immersion)	\$1,270	\$127
Special Classes		
*Assessment	5,080	508
Auditorily Impaired	3,180	318
Autistic	5,080	508
*Behavioural Exceptionalities	4,760	476
*Gifted	1,520	152
*Language and Speech Improvement	3,810	381
*Learning Disabilities	4,760	476
Limited Vision	3,180	318
*Opportunity	2,380	238
Orthopaedic	3,180	318
Trainable Retarded	3,330	333
*only available to students whose fees are paid by the Ministry of Education		
<u>Non-Residents of Ontario</u>		
Grade Classes (including Junior Kindergarten, Kindergarten and French Immersion)	\$4,650	\$465
Special Classes - Grade Class fee times applicable high cost factor		
<u>Secondary Panel</u>		
<u>Residents of Ontario</u>		
Grade Classes (including French as First and Second Languages [Immersion])	\$1,760	\$176
Special Classes		
*Gifted	2,110	211
Orthopaedic	4,400	440
Vocational	2,520	252
<u>Non-Residents of Ontario</u>		
Grade Classes (including French as First and Second Languages [Immersion])	\$6,020	\$602
Special Classes - Grade Class fee times applicable high cost factor		

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 05 10.

PAGE 39E.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Selection of Architect for New School in Block 79

I have the honour to present the following recommendations for your approval:

- (a) That the firm of MOELLER AND HASSEL be engaged to design and supervise construction of the new elementary school in BLOCK 79.
- (b) That the Superintendent of Plant be authorized to prepare and sign the necessary agreements.

Prepared and submitted by: R. Orlando,
Superintendent of Plant.

Approved by: Senior Management.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 05 10.

PAGE 39F.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

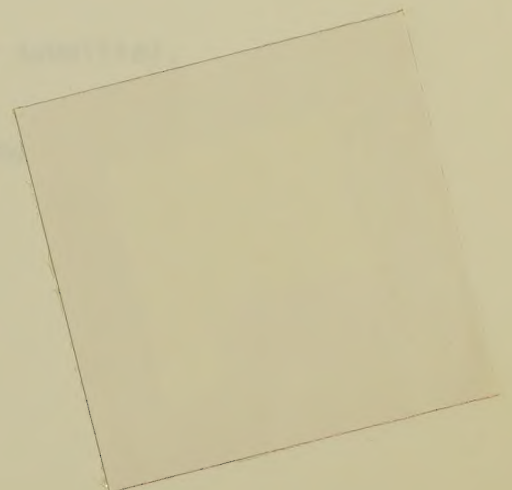
**Re: Selection of Architect for Major Renovations at Fairfield and Robert
Land Schools**

I have the honour to present the following recommendations for your approval:

- (a) That JOSEPH SINGER be engaged for the renovations for FAIRFIELD AND ROBERT LAND SCHOOLS.
- (b) That the Superintendent of Plant be authorized to prepare and sign the necessary agreements.

Prepared and submitted by: R. Orlando,
Superintendent of Plant.

Approved by: Senior Management.



REPORT OF THE
COMMUNICATIONS ADVISORY COMMITTEE

Present: Mary Caye Clarke (Chairman);
Trustees Kennedy and Van Horne.

Also
Present: Trustee Whiteman.
Mrs. Fulton; Messrs. Kropp and Gibson.

Officials
Present: Mr. A. J. Krever (Director of Education and Secretary),
Mr. F. Kelly (Superintendent of Schools, Area Two),
Mr. R. Kennedy (Assistant Superintendent of Staffing - Human
Resources),
Mr. N. Forster (Information Officer),
Mr. P. Kurelek (Information Assistant).

The Committee recommends:

GENERAL

- (a) That the following three surveys relative to the evaluation of the Board's public relations programme be adopted:
- . Market Survey - written survey to the parents of students who have transferred into this system;
 - . Public Survey - random telephone survey of 300 households;
 - . Staff Survey - written survey to every tenth staff member in the system.

Respectfully submitted,

Mary Caye Clarke,
Chairman.

Committee Room,
1988 05 09.

May 2, 1988

Attached are three surveys prepared by the evaluation group of the Staff Public Relations Committee. If approved by the Board's Communications Advisory Committee, these surveys will be conducted as follows:

1. **MARKET SURVEY**--a written survey to the parents of students who have transferred into our system: Separate School students, fee-paying students, students from other jurisdictions.....MAY.
2. **PUBLIC SURVEY**--a random telephone survey of 300 households.....SEPT.
3. **STAFF SURVEY**--a written survey to every tenth staff member in the system.....OCT.

(NOTE: The written surveys will have a covering letter prepared by Owen Jackson)

1. When you chose the Hamilton Board of Education, how important were each of the following?

(Please circle)

	1 Not Important	2 Somewhat Important	3 Very Important
school reputation	1	2	3
teachers	1	2	3
principal/vice-principal	1	2	3
quality of school facilities	1	2	3
extracurricular activities	1	2	3
special education program	1	2	3
student's friends attend	1	2	3
distance from home	1	2	3
smaller class size	1	2	3
schedule/timetabling	1	2	3
course offerings	1	2	3
school discipline	1	2	3
unhappy with old school	1	2	3

2. How satisfied are you with your choice of the Hamilton public school?

Not
Satisfied

Neutral

Very
Satisfied

1

2

3

4

5

MARKET SURVEY

3. Before you chose a Hamilton public school, how much impact did each of the following have in learning about Hamilton's public schools?

	Little or No Impact	Some Impact	Great Impact
television	1	2	3
newspaper	1	2	3
student's friends	1	2	3
neighbours	1	2	3
friends/relatives	1	2	3
teacher	1	2	3
principal	1	2	3
other professional	1	2	3
visiting the school	1	2	3

4. Would you recommend Hamilton public schools to other parents/students?

Yes No

- 4.a) If yes, what reasons would you give for recommending a Hamilton public school?

- 4.b) If no, what has disappointed you in the school your son or daughter is attending?

MARKET SURVEY

5. Which type of school did your son/daughter attend previously?

Another Separate Private
Public

6. Child's Sex: Male Female

7. Child's Present Age _____

8. Child's Present Grade: _____

9. Is he/she in
Special Education? Yes No

French Immersion? Yes No

10. Which of the following describes your own education?

- 1) Some High School or less
- 2) Completed High School
- 3) Some College or University
- 4) College or University Graduate

11. Who pays your son's/daughter's tuition fees?

- 1) Parents
- 2) Separate board
- 3) Other public county board
- 4) Taxes now directed to Public Board
- 5) Don't Know

Hello. May I speak to the head of the household, please? I'm calling on behalf of the Hamilton Board of Education. We're trying to find out public reaction to some of the work being done by the Hamilton Board and its schools. Would you have 5 minutes to answer a few questions for us? Your responses will be kept confidential.

1) Advertising

Which of the following Hamilton Board of Education advertising have you seen:

-Newspaper advertisements?

- 1) YES
- 2) NO
- 3) DK

-Vehicle signs on the side of Board trucks?

- 1) YES
- 2) NO
- 3) DK

-T.V. commercial on channel 11?

- 1) YES
- 2) NO
- 3) DK

-Back to School flyer that was delivered to your door in August?

- 1) YES
- 2) NO
- 3) DK

2) Adult Ed.

Are you aware that adults can take secondary school credit courses during the day?

- 1) YES
- 2) NO
- 3) DK

(if yes) How did you find out about the adult education program?

----- [] sign
----- [] neighbour
----- [] media

(if yes) What is the fee for these courses?

- 1) FREE
- 2) \$10-\$15
- 3) OTHER -----
- 4) DK

4) Daycare

A total of 14 child care programs are now operating within the 90 Hamilton public schools. Do you think the Board should be more involved in providing daycare for our community?

- 1) YES
- 2) NO
- 3) DK

5) Television Program

Have you seen any of the Cable 14 program "Spotlight on Education"?

- 1) YES
- 2) NO
- 3) DK

(if yes) Did you find them informative?

- 1) YES
- 2) NO
- 3) DK

6) General

Overall, how good a job do you think the schools of the HBE are doing now compared to the time when you attended school?

- 1) BETTER
- 2) ABOUT THE SAME
- 3) WORSE
- 4) DK

7) Demographics

Do you now have children enrolled in elementary or high school?

- 1) YES
- 2) NO

Are you a public or separate school supporter?

- 1) PUBLIC
- 2) SEPARATE
- 3) DK

Which age range are you in?

- 1) UNDER 20
- 2) 20-39
- 3) 40-59
- 4) OVER 59

Which of the following describes your own education?

- 1) SOME HIGH SCHOOL OR LESS
- 2) COMPLETED HIGH SCHOOL
- 3) SOME COLLEGE OR UNIVERSITY
- 4) COLLEGE OR UNIVERSITY GRADUATE

(Sex - by voice of caller)

- 1) MALE
- 2) FEMALE

8) Thank the respondent

SCHOOL STAFF SURVEY

1. Have you been involved in a workshop or presentation that dealt with public relations?

Yes No

2. Do you know who your school public relations representative is?

Yes No

- 2.a) If yes, does your school public relations representative make regular presentations to staff?

Yes No

3. Who do you feel should have the major responsibility for your school's public relations?
(please circle one)

- 1) Board
- 2) Principal
- 3) Teachers and Staff
- 4) School Public Relations Committee

4. Do you think public relations is more important for the Hamilton Board of Education now than it was 5 years ago?

Yes No

5. Do you think your school is making greater effort in public relations than it was 5 years ago?

Yes No

6. Which of the following have you seen:

-School Team Newsletter	Yes	No
-Signs on Board Trucks	Yes	No
-System-produced Videos	Yes	No
-Channel 11 Commercials for Hamilton Board of Education schools	Yes	No
-New Board Logo	Yes	No
-Cable 14 "Spotlight on Education"	Yes	No

SCHOOL STAFF SURVEY

7. Does your school have any of the following:

-Regular Newsletter to Parents	Yes	No
-Parent Group	Yes	No
-Open House	Yes	No
-Telephone Answering Machine	Yes	No
-Adult Volunteers	Yes	No
-School Promotional Materials (buttons, T-shirts etc.)	Yes	No

8. How would you describe the morale in your school compared to five years ago?

- 1) Better
- 2) Worse
- 3) About the Same

9. Have you been invited to a Board sponsored event for coaches or advisors of school clubs?

Yes No

9.a) If yes, did you attend?

Yes No

10. How worthwhile would you rate these events?

Not Worthwhile		Neutral		Very Worthwhile
1	2	3	4	5

11. Where do you work?

- 1) Junior School (JK-5)
- 2) Middle School (6-8)
- 3) Elementary School (JK-8)
- 4) Secondary School
- 5) Other

12. Years of experience with the Hamilton Board? _____

SCHOOL STAFF SURVEY

13. Current Position:

- 1) Teacher
- 2) Secretary/Clerical
- 3) Caretaking Staff
- 4) Administration
- 5) Teaching Assistant
- 6) Lunchroom Supervisor

14. Sex: Male Female

15. Which age range are you in?

- 1) Under 30
- 2) 30-50
- 3) Over 50

11. Current Position:

- 1) Teacher
- 2) Laboratory/Technical
- 3) Consulting Staff
- 4) Administration
- 5) Teaching Assistant
- 6) Unknown/Other

12. Sex: Male Female

13. Which age group are you in?

- 1) Under 20
- 2) 20-29
- 3) Over 30

JUN 23 1988

GOVERNMENT DOCUMENTS

A G E N D A

of the

OPERATIONS MANAGEMENT COMMITTEE1988 06 07.

Confirmation of the minutes of the last regular and special meeting of 1988 05 19.

GENERALBUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials re: funds reimbursed from the O.F.S.A.A. Hockey Finals held at Copps Coliseum - 1988 03 26 - page 1.
2. Report from the officials re: A. M. Cunningham School - pages 2-5.

NEW BUSINESS:

1. Recommendations of the Director of Education - page 6.
2. Investment of Short Term Funds - pages 6A-6D.
3. Cash Flow - pages 6E-6H.
4. Correspondence from Hamilton Council of Home & School Associations re: parent volunteers who smoke when driving children on school trips - page 7.
5. Proposal - Buy/Sell Natural Gas - pages 8-14.
6. Elgin County Board of Education - Resolution concerning forensic units - page 15.
7. Smoking Cessation Programs.
8. Sale of Inverness School and Site - page 15A.
- 9.**Release of Right-of-Way, Lot 11, Concession 7 (formerly Barton Township) pages 15B & 15C.
10. Report of the Special Education Advisory Committee - page 16.

ELEMENTARY/SECONDARYBUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials re: Core French - pages 17-47.

NEW BUSINESS:

1. Recommendations of the Director of Education - Revised page 48 & 48A.

**In addition to agenda mailed out.

June
7

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 06 01.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

At the February meetings of the Operations Management Committee and the Board, an amount of \$3,000.00 was approved for the rental of Copps Coliseum for the OFSAA Hockey Finals to be held on March 26, 1988.

The financial information is as follows:

EXPENSES

Licence Fee, Box Office Fee, Event Charges	<u>\$7,322.90</u>
--	-------------------

REVENUE

Box Office Sales	\$2,172.00
------------------	------------

City - Grant	2,575.45
--------------	----------

Board - Share	2,575.45
---------------	----------

	<u>\$7,322.90</u>
--	-------------------

Respectfully submitted,

mb

John Penner,
Superintendent of Finance and Treasurer.

**CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE
THE HAMILTON BOARD OF EDUCATION**

Ladies and Gentlemen:

Re : A. M. Cunningham School Accommodation

OUTLINE OF THE PROBLEM

1. As expressed by the principal of A. M. Cunningham in February and April of this year and by the Home and School Association at the May 2 meeting of the Operations Committee, the physical layout of the school building does not allow for the accommodation of the student population of 379 students anticipated in September of 1988.

2. Next year's organization will require 19 classrooms. There are only 14 in the school building. There is one portable classroom on the grounds.

3. The specialized composition of the student body of A. M. Cunningham makes heavy program demands on space within the building:

- | | |
|--|-----------|
| - 140 English students (Grades 1-5) | - 6 rooms |
| - 149 French Immersion students (Grades 1-5) | - 6 rooms |
| - 40 JK students | - 1 room |
| - 30 Kindergarten students | - 2 rooms |
| - 25 French Immersion Kindergarten students | - 1 room |
| - library | - 1 room |
| - music | - 1 room |
| - English to French Immersion students | - 1 room |

4. The area the school serves has been a mature neighbourhood, retaining its student numbers. Currently, there is an expectation that young families will move into the area as they find reasonable accommodation in the many homes (120) which are for sale at this time.

Board of Education Research projections indicate a decline in the Cunningham area in years to come as follows:

379 (1988) 379 (1989) 355 (1990) 342 (1991)

The Cunningham Home and School has done its own projections and suggests the following numbers:

379 (1988) 391 (1989) 371 (1990) 362 (1991) 368 (1992)

5. Storage space is at a premium in the Cunningham building. The nurse's room, the present music room and some washroom space has been used for this purpose.

6. Concern has been expressed over the fact that some of the washroom facilities have been taken out of service. Staff washroom facilities are extremely limited.

7. The staff room is a limited facility not designed for the use of the 25 staff members plus resource personnel who visit the school, nine lunch supervisors and the parent volunteers who work in the school each day.

OBSERVATIONS

The A.M. Cunningham building is structurally very sound and in good repair. Apart from its regular classrooms and the one portable on the campus, there is very little space which can be modified for resource work, interviews, staff room or storage. The Building department is looking into modifications which might help the storage situation.

There are no other classroom spaces available in the building.

If the program at A. M. Cunningham remains the same, alternative space must be provided either on site or elsewhere.

Elimination of parts of the school program would reduce the amount of space required.

The intake into the French Immersion program has been capped at 25 and this will reduce the numbers in the Immersion component of the school in September of 1990.

There is a general feeling of optimism about the future of the country and the people.

2000-2001 2000-2001 2000-2001

The Commission has been very helpful in providing information and assistance to the public.

2000-2001 2000-2001 2000-2001

2. There is a general feeling of optimism about the future of the country and the people.

3. There is a general feeling of optimism about the future of the country and the people.

4. There is a general feeling of optimism about the future of the country and the people.

Conclusion

The Commission has been very helpful in providing information and assistance to the public.

There are no other significant issues identified in the survey.

It is suggested that the Commission continue to provide information and assistance to the public.

There are no other significant issues identified in the survey.

It is suggested that the Commission continue to provide information and assistance to the public.

ALTERNATIVE SOLUTIONS

PAGE 4.

The Home and School Association looked at four alternatives in their brief to the Board:

- an increase in student/teacher ratio
- additional portables
- construction of a permanent addition
- relocation of JK and SK students to Delta Secondary School

Other alternatives for consideration would be the following:

- transfer of the French Immersion program to Sanford Avenue School
- transfer of selected groups of students into available room at Memorial School, at Viscount Montgomery or at Adelaide Hoodless School
- transfer of the senior class in French Immersion to Glen Echo School

PROGRAM AND FINANCIAL CONSIDERATIONS

Those attending both English and French programs at Cunningham now came to the school on the understanding that they would have accommodation through grade five. However, transfer to any of the JK - 8 schools would not mean any additional moves for those students as they would continue through to the end of Grade 8.

The dual track program in A.M. Cunningham is working very well and is praised by the parents of both groups of students. The neighbourhood has become known as a ' French Immersion school area '.

The construction of a permanent addition to the school - four classrooms plus storage space , washroom facilities , and a staff room - would certainly improve greatly the space in the school . It is estimated that such an addition would cost \$630,500.00. No budget has been requested this year.

The first of these is the fact that the school is a day school and the children are not allowed to stay in the school during the night.

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The sixth is the fact that the school is a day school and the children are not allowed to stay in the school during the night.

THE SCHOOL

The school is a day school and the children are not allowed to stay in the school during the night.

The school is a day school and the children are not allowed to stay in the school during the night.

The school is a day school and the children are not allowed to stay in the school during the night.

To erect 4 portables on the school grounds would solve most of the need for added instructional areas. It would not eliminate the storage problems and some of the washroom and resource area needs. To supply these portables and make necessary changes in the building would cost approximately \$100,000.00.

It is not feasible to increase the class size of primary classes at a school at a time when the Ministry of Education is proposing to reduce same.

The placement of Junior Kindergarten and Kindergarten students at Delta Secondary School for the 1988-89 school year would alleviate over-crowding for the short term. It is estimated that there would be a building modifications cost of \$2,000.00 involved in this relocation.

RECOMMENDATION

That three rooms at Delta Secondary School be used to accommodate two Junior Kindergarten classes, two Kindergarten classes and one French Immersion Kindergarten class for the school year 1988-89.

That a separate entrance and play area be established for these students at Delta.

That appropriate building modifications be made at Delta to accommodate the younger children.

That appropriate resources, supplies and equipment be made available to these classes at Delta.

That the whole issue of accommodation at A.M. Cunningham be reviewed prior to February of 1989.

Prepared and submitted by: Frank Kelly, Superintendent of Schools, Area Two
Approved by: Arnold J. Kreyer, Director of Education

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To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That the Board approve a grant application from the Barriers Participation (Co-op) fund for \$19,377.00 - for the purpose of assisting Georges P. Vanier co-operative education students with travel between work stations and school and/or home during the 1988-1989 school year.
- (b) That the names of those texts listed on accompanying sheets be approved for use in the schools and be added to the lists of texts previously approved by the Board of Education for the City of Hamilton.

Respectfully submitted,

*jep

A. J. Krever,
Director of Education
and Secretary.

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1988 06 07.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Short Term Investments report for May 1988.

REVENUE FUND

Interest earned to date in 1988 amounts to \$70,404 vs \$4,478 in 1987.
Accrued interest earnings for the year are estimated at \$390,000 vs \$364,666
earned in 1987.

CAPITAL RESERVE FUND

Interest earned to date in 1988 amounts to \$235,136 vs \$189,544 in 1987.
Accrued interest earnings for the year are estimated at \$490,000 vs \$496,108
earned in 1987.

RETIREMENT GRATUITY RESERVE FUND

Interest earned to date in 1988 amounts to \$243,197 vs \$212,692 in 1987.
Accrued interest earnings for the year are estimated at \$530,000 vs \$555,724
earned in 1987.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

THE 1950s

At the beginning of the 1950s, the economy was in a state of recovery from the depression of the 1930s. The government had introduced a series of measures to stimulate the economy, and the economy was beginning to grow again.

During the 1950s, the economy continued to grow, and the government introduced a series of measures to further stimulate the economy.

The 1950s were a period of economic growth and expansion. The economy was in a state of recovery from the depression of the 1930s, and the government had introduced a series of measures to stimulate the economy.

THE 1960s

The 1960s were a period of economic growth and expansion. The economy was in a state of recovery from the depression of the 1930s, and the government had introduced a series of measures to stimulate the economy.

THE 1970s

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The 1980s were a period of economic growth and expansion.

The 1980s were a period of economic growth and expansion.

REVENUE FUND

					INTEREST	
	BANK	AMOUNT	TERM	RATE	EXPECTED	THIS MONTH
		\$	Month-Day to Month-Day	%	\$	\$
REVENUE FUND	TD-t	475,000	05 03 - 05 09	8.45	660	660
<u>SALES</u>	TD-t	2,925,000	05 03 - 05 10	8.45	4,740	4,740
	TD-t	525,000	05 16 - 05 24	8.55	984	984
	TD-t	625,000	05 16 - 05 25	8.55	1,318	1,318
	TD-t	560,000	05 16 - 05 26	8.55	1,312	1,312
	TD-t	150,000	05 16 - 05 30	8.55	492	492
	TD-t	<u>1,260,000</u>	05 16 - 05 31	8.60	4,453	4,453
TOTAL REVENUE		\$ 6,520,000				
FUND SALES		=====				

REVENUE FUND	BNS-t	100,000	05 27 - 06 06	8.00	219	88
<u>INVENTORY</u>	BNS-t	300,000	05 27 - 06 08	8.00	789	263
	BNS-t	860,000	05 27 - 06 09	8.00	2,450	754
	BNS-t	440,000	05 27 - 06 10	8.00	1,350	386

TOTAL REVENUE FUND INVENTORY	\$ 1,700,000 =====	REVENUE FUND INTEREST EARNED THIS MONTH	\$ 15,450
		REVENUE FUND INTEREST EARNED THIS YEAR	\$109,726
		LESS: INTEREST EXPENSE - CAPITAL FUND	(9,568)
		- RESERVE FUND	(29,754)
		TOTAL REVENUE FUND INTEREST EARNED TO DATE	----- \$ 70,404 -----

BNS = Bank of Nova Scotia t = term deposit
BC = Bank of Commerce m = mortgage
BM = Bank of Montreal
RB = Royal Bank
TD = Toronto Dominion

PORTFOLIO SUMMARY (Continued)

CAPITAL RESERVE FUND

	BANK	PANEL	AMOUNT \$	TERM Month-Day to Month-Day	RATE %	INTEREST	
						EXPECTED \$	THIS MONTH \$
CAPITAL FUND	BNS-m	E	155,000	03 25 - 05 02	8.15	1,315	69
<u>SALES</u>	BNS-t	E	1,542,000	03 31 - 05 10	8.30	14,026	3,506
	BNS-t	S	437,000	03 31 - 05 10	8.30	3,975	994
	BNS-m	E	600,000	04 08 - 05 12	8.40	4,695	1,657
	BNS-m	E	533,000	04 08 - 05 13	8.40	4,293	1,595
	BNS-p	S	453,000	04 11 - 05 24	8.25	4,403	2,457
	BNS-m	E	353,000	04 18 - 05 25	8.25	2,952	1,995
	BNS-m	S	1,025,000	04 25 - 05 30	8.30	8,158	6,992
	BNS-m	S	775,000	04 08 - 05 31	8.40	9,453	5,529

TOTAL CAPITAL FUND SALES \$5,873,000
=====

CAPITAL FUND	BNS-m	E	165,000	05 02 - 06 09	8.30	1,426	1,088
<u>INVENTORY</u>	BM-m	E	1,535,000	05 10 - 06 10	8.50	11,081	7,507
	BM-m	S	423,000	05 10 - 06 10	8.50	3,054	2,069
	BNS-m	E	340,000	05 13 - 06 10	8.30	2,165	1,392
	TD-t	S	303,000	05 16 - 06 10	8.30	1,723	1,034
	BNS-t	S	285,000	05 24 - 06 15	8.00	1,374	437
	BNS-m	E	302,000	05 25 - 06 23	8.25	1,980	410
	BNS-t	S	373,000	05 27 - 06 24	8.50	2,432	347
	BNS-t	E	646,000	05 27 - 06 30	8.50	5,115	602
	BNS-m	S	573,000	05 30 - 07 08	8.50	5,204	133
	BNS-m	S	784,000	05 31 - 07 08	8.55	6,979	-

TOTAL CAPITAL FUND INVENTORY \$5,729,000
=====

CAPITAL FUND INTEREST EARNED THIS MONTH \$ 39,813

CAPITAL FUND INTEREST EARNED THIS YEAR \$225,568

PLUS: INTEREST ON FUNDS LOANED TO REVENUE FUND 9,568

TOTAL CAPITAL FUND INTEREST EARNED TO DATE \$235,136
=====

BNS = Bank of Nova Scotia t = term deposit E = Elementary
BC = Bank of Commerce m = mortgage S = Secondary
BM = Bank of Montreal p = properties
RB = Royal Bank
TD = Toronto Dominion

Capital Budgeting

Year	Initial Investment	Annual Cash Flow	Net Present Value
0	100000	0	-100000
1	0	30000	22927
2	0	30000	19289
3	0	30000	16176
4	0	30000	13594
5	0	30000	11411
6	0	30000	9401
7	0	30000	7544
8	0	30000	5818
9	0	30000	4303
10	0	30000	2978
11	0	30000	1818
12	0	30000	818
13	0	30000	-182
14	0	30000	-818
15	0	30000	-1818
16	0	30000	-2978
17	0	30000	-4303
18	0	30000	-5818
19	0	30000	-7544
20	0	30000	-9401
21	0	30000	-11411
22	0	30000	-13594
23	0	30000	-16176
24	0	30000	-19289
25	0	30000	-22927

Total NPV: 100000

Year	Initial Investment	Annual Cash Flow	Net Present Value
0	100000	0	-100000
1	0	30000	22927
2	0	30000	19289
3	0	30000	16176
4	0	30000	13594
5	0	30000	11411
6	0	30000	9401
7	0	30000	7544
8	0	30000	5818
9	0	30000	4303
10	0	30000	2978
11	0	30000	1818
12	0	30000	818
13	0	30000	-182
14	0	30000	-818
15	0	30000	-1818
16	0	30000	-2978
17	0	30000	-4303
18	0	30000	-5818
19	0	30000	-7544
20	0	30000	-9401
21	0	30000	-11411
22	0	30000	-13594
23	0	30000	-16176
24	0	30000	-19289
25	0	30000	-22927

Total NPV: 100000

Year	Initial Investment	Annual Cash Flow	Net Present Value
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1	0	30000	22927
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3	0	30000	16176
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8	0	30000	5818
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16	0	30000	-2978
17	0	30000	-4303
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22	0	30000	-13594
23	0	30000	-16176
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25	0	30000	-22927

Total NPV: 100000

Year	Initial Investment	Annual Cash Flow	Net Present Value
0	100000	0	-100000
1	0	30000	22927
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11	0	30000	1818
12	0	30000	818
13	0	30000	-182
14	0	30000	-818
15	0	30000	-1818
16	0	30000	-2978
17	0	30000	-4303
18	0	30000	-5818
19	0	30000	-7544
20	0	30000	-9401
21	0	30000	-11411
22	0	30000	-13594
23	0	30000	-16176
24	0	30000	-19289
25	0	30000	-22927

Total NPV: 100000

PORTFOLIO SUMMARY (Continued)

RETIREMENT GRATUITY RESERVE FUND

		AMOUNT \$	TERM Month-Day to Month-Day	RATE %	INTEREST	
					EXPECTED \$	THIS MONTH \$
RESERVE FUND						
<u>SALES</u>	BNS-m	2,088,000	04 08 - 05 10	8.40	15,377	4,805
	BNS-m	196,000	04 11 - 05 24	8.25	1,905	1,063
	BNS-m	600,000	04 18 - 05 26	8.25	5,153	3,526
	BNS-m	<u>680,000</u>	04 18 - 05 31	8.25	6,609	4,765

TOTAL RESERVE FUND SALES \$3,564,000
=====

RESERVE FUND	BNS-m	197,000	04 18 - 06 01	8.25	1,959	1,380
<u>INVENTORY</u>	BNS-m	286,000	04 26 - 06 01	8.25	2,327	2,004
	BM-m	628,000	04 29 - 06 09	8.50	5,996	4,534
	BM-m	453,000	05 10 - 06 10	8.50	3,270	2,215
	TD-t	677,000	05 16 - 06 10	8.625	3,999	2,400
	BNS-m	150,000	05 19 - 06 13	8.30	853	409
	BNS-t	350,000	05 24 - 06 15	8.00	1,688	537
	BM-m	605,000	05 26 - 07 04	8.50	5,495	704
	BNS-t	2,000,000	05 27 - 07 04	8.50	17,699	1,863
	BNS-t	1,130,000	05 27 - 07 08	8.50	11,052	1,053
	BNS-m	<u>687,000</u>	05 31 - 07 11	8.55	6,598	-

TOTAL RESERVE FUND INVENTORY \$7,163,000
=====

RESERVE FUND INTEREST EARNED THIS MONTH \$ 31,258

RESERVE FUND INTEREST EARNED THIS YEAR \$213,443

PLUS: INTEREST ON FUNDS LOAND TO
RESERVE FUND 29,754

TOTAL RESERVE FUND INTEREST EARNED
TO DATE \$243,197
=====

TOTAL PORTFOLIO \$14,592,000
=====

TOTAL PORTFOLIO INTEREST EARNED
THIS MONTH \$ 86,521
=====

TOTAL PORTFOLIO INTEREST EARNED
THIS YEAR \$548,737
=====

TOTAL PORTFOLIO INTEREST TO DATE
1987 \$406,714
=====

TOTAL INTEREST EARNED INCREASE
(DECREASE) OVER 1987 \$142,023
=====

1988 06 07

1988 06 07.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Cash Flow report as at 1988 05 31. This report is based upon the approved budget of \$201,125,211.

REVENUE FUND

Cash receipts are forecasted as follows by source:

Levy receipts from the City of Hamilton are according to the City's letter of 1988 05 16.

Grant receipts from the Province of Ontario are also received according to their letter of 1987 12 23.

Cash receipts of miscellaneous revenues are estimated in accordance with last year's experience.

Expenditures have been planned in accordance with expectations based upon the approved 1988 Budget.

CAPITAL RESERVE FUND

The major Capital fund receipts for 1988 are investment interest earnings, Direct Capital Grants (Vanier), Site Sales, and a transfer from the Revenue Fund.

The major Capital fund expenditures for 1988 are G. P. Vanier/MacPhail, R. A. Riddell, G. R. Allan, New Junior School, Burkholder, and Year 1 of the Renovation Program.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

Page 10

to the President and Vice President
of the United States
Washington, D.C.

Dear Mr. President:

I am writing to you today to express my deep concern
about the situation in the world.

Sincerely,
[Signature]

Very truly yours,
[Signature]

I am writing to you today to express my deep concern
about the situation in the world.

I am writing to you today to express my deep concern
about the situation in the world.

I am writing to you today to express my deep concern
about the situation in the world.

I am writing to you today to express my deep concern
about the situation in the world.

Sincerely,
[Signature]

I am writing to you today to express my deep concern
about the situation in the world.

I am writing to you today to express my deep concern
about the situation in the world.

I am writing to you today to express my deep concern
about the situation in the world.

Very truly yours,
[Signature]

I am writing to you today to express my deep concern
about the situation in the world.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTONR E V E N U E F U N D1988 CASH FLOW(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH</u> <u>IN (OUT)</u>	<u>BALANCE</u> <u>AVAILABLE</u>	<u>INVESTED IN</u> <u>PORTFOLIO</u>	<u>OTHER & (BORROWED)</u>
<u>ACTUAL</u>						
Balance Forward 1988 01 01				\$ 10,865	11,020	(155) -
January	13,219	15,803	(2,584)	8,281	8,505	(224) -
February	13,218	18,696	(5,478)	2,803	2,730	73
March	12,882	17,989	(5,107)	(2,304)	-	(19) (2,285)
April	16,896	17,528	(632)	(2,936)	-	171 (3,107)
May	23,181	18,961	4,220	1,284	1,700	44 (460)
<u>FORECAST</u>						
June	21,931	18,386	3,545	4,829	4,829	- -
July	18,171	12,853	5,318	10,147	10,147	- -
August	11,897	6,395	5,502	15,649	15,649	- -
September	15,694	16,323	(629)	15,020	15,020	- -
October	15,507	20,431	(4,924)	10,096	10,096	- -
November	15,307	19,461	(4,154)	5,942	5,942	- -
December	<u>21,695</u>	<u>20,308</u>	1,387	7,329	7,329	- -
TOTAL	\$199,598 =====	\$203,134 =====				

1988 06 07

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON1988 PROJECTED CASH FLOWREVENUES (000'S)

<u>MONTH</u>	<u>MUNICIPAL TAX LEVY</u>	<u>LEGISLATIVE GRANTS</u>	<u>MISCELLANEOUS</u>	<u>TOTAL</u>
<u>ACTUAL</u>				
January	\$ 8,719	3,294	1,206	13,219
February	8,725	3,398	1,095	13,218
March	8,358	3,529	995	12,882
April	8,535	6,021	2,340	16,896
May	9,714	8,345	5,122	23,181
<u>FORECAST</u>				
June	9,908	11,123	900	21,931
July	9,702	6,769	1,700	18,171
August	9,908	1,289	700	11,897
September	9,895	4,899	900	15,694
October	9,908	4,899	700	15,507
November	9,908	4,899	500	15,307
December	<u>16,031*</u>	<u>4,964</u>	<u>700</u>	<u>21,695</u>
TOTAL	<u>\$119,311</u> =====	<u>\$ 63,429</u> =====	<u>\$ 16,858</u> =====	<u>\$199,598</u> =====

* Includes payments in lieu, telephone and telegraph, and supplementary taxes.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

C A P I T A L R E S E R V E F U N D

1988 CASH FLOW

(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH</u> <u>IN (OUT)</u>	<u>BALANCE</u> <u>AVAILABLE</u>	<u>INVESTED IN</u> <u>PORTFOLIO</u>	<u>OTHER & LOANED</u>
<u>ACTUAL</u>						
Balance Forward 1988 01 01				\$ 7,115	7,109	6 -
January	\$ 43	44	(1)	7,114	7,109	5 -
February	62	218	(156)	6,958	6,955	3 -
March	78	279	(201)	6,757	6,101	6 650
April	110	308	(198)	6,559	5,873	8 678
May	72	438	(366)	6,193	5,729	4 460
<u>FORECAST</u>						
June	1,365	350	1,015	7,208	7,208	- -
July	554	662	(108)	7,100	7,100	- -
August	30	638	(608)	6,492	6,492	- -
September	505	649	(144)	6,348	6,348	- -
October	1,055	431	624	6,972	6,972	- -
November	30	437	(407)	6,565	6,565	- -
December	<u>295</u>	<u>394</u>	(99)	6,466	6,466	- -
TOTAL	\$ 4,199 =====	\$ 4,848 =====				



**THE HAMILTON COUNCIL OF
HOME AND SCHOOL ASSOCIATIONS**

PAGE 7.

AFFILIATED WITH
ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

HAMILTON, ONTARIO

FOUNDED IN 1933

Ina Levitt-Yanover
22 Spruceside Ave.
Hamilton, Ont.
L8P 3Y3

April 29, 1988

Mr. A. J. Krever
Director of Education
Secretary of the Board
100 Main St. W.
Hamilton, Ont.
L8N 3L1

MAY 7 1988

Dear Mr. Krever:

Smoking vs. non-smoking has been a much publicized issue lately. The Hamilton Council of Home and School Associations has a concern about smoking. It has come to our attention that some parents smoke when driving children on school trips.

Since many children have asthma and other health problems which are aggravated by smoking, we find this totally unacceptable. At the very least, smoking adults present a poor role model to impressionable school children. Therefore, the Home and School Council requests that the Hamilton Board of Education make it a matter of policy that smoking NOT be permitted when parent volunteers drive children to and from school trips.

Yours sincerely,

Ina Levitt Yanover

Ina Levitt-Yanover (Ms.)
Corresponding Secretary
Hamilton Council of Home and School Associations

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 06 02.

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Buy/Sell Natural Gas

As a result of deregulation of natural gas, it has been possible for arrangements to be made to buy/sell gas directly from the producers rather than from distributors as many Boards currently do. The Hamilton Board currently purchases its gas from Union Gas who also distribute the gas.

The deregulation allows groups to tender for gas themselves and re-sell to the Distributor with a result in savings of up to 20% of our natural gas costs. A number of organizations and groups are interested in joining together to form consortiums to enter into agreements for this purpose.

As a result of the deregulation a marketing sub-committee of OASBO was set-up to examine the buy/sell concept. From this committee recommendations were made to invite local school boards to pursue the matter, to which 11 boards served by Union gas have agreed. A steering committee made up of the Halton Board, Wellington County Board and our Board was formed to represent the eleven boards and provide documentation to allow the 11 boards to acquire agreement in principle to form a consortium. Union Gas has indicated that they will provide the necessary consultant services to assist the interested boards in pursuing this concept.

The steps involved in the process are as detailed in the attached brief labelled Appendix "A".

Accordingly, the Superintendent of Plant is recommending that at this time:

1. Approval in principle be given to allow the Board of Education for the City of Hamilton to proceed with the provision of information to Union Gas to allow the necessary documents to be drafted in order to form a consortium of the Boards noted for the purpose of establishing a buy-sell agreement.

Cont'd.....

- 2 -

2. That a sum of money be authorized up to the amount of \$10,000 to cover the Hamilton Board's share of the costs which may be encountered in legal and consultant's fees to review and execute the necessary documentation.

Prepared by: Ken Honybun

Submitted by: R. T. Orlando

Approved by: A. J. Krever, Director of Education & Secretary of the Board.

STEPS FOR DIRECT PAY/SELL NATURAL GASBRIEF

(Prepared by Ken Honybun)

Union Gas has agreed to act as a consultant and to steer us through all the steps of the process.

We as a singular Board operating within a consortium of 11 Boards can potentially realize an annual energy savings of approximately 20% per year. Our savings would be between \$300,000.00 to \$400,000.00 annually, based upon previous years' consumption.

STEPS1. Administration

- (a) Sharing of savings
- (b) Sharing of risks
- (c) Agency
- (d) Consortium Agreement

(a) Sharing of Savings:

A Board or Agent will distribute the savings to all the Boards involved.

(b) Sharing of Risks:

Relates to penalties for under or overage on consumption use.

(c) Agency:

Could be engaged to act on behalf of the Boards.

(d) Consortium:

Agreement between all 11 Boards to form a consortium.
To combine the annual usage in order to buy better from the producer.

2. Volume Determination

- (a) Each Board provides to Union Gas accounts numbers and addresses of all buildings along with annual consumption. In addition advises Union Gas on any change from the normal usage.
- (b) Union Gas determines average daily consumption for each Board by use of historical volumes consumed.
- (d) Union Gas determines consortium average daily requirements.

- 2 -

2A. Agreement to Participate

All Boards have been requested to advise in writing their willingness to participate by May 20, 1988.

Objective is to acquire agreement, to allow Union Gas to proceed with the tender documents.

3. Gas Tender

Consortium to tender gas requirements to 9 Western Producers for direct purchase of gas from Saskatchewan.

Union Gas evaluates Tenders and advises consortium on successful tender. Determination of supplier depends upon the following criteria:

1. Diverse supply base deliverability
2. Reserves contracted or as available
3. Current commitments
4. Marketing Strategy
5. Regulatory knowledge
6. Financially stable
7. Indemnification
8. Term of Removal Permit
9. Agency
10. Removal Permits
11. Willingness to give names of other customers
12. Price

Consortium negotiates contract with Producer, then enters into 4 contracts:

1. Contract with Producer
2. TCPL Contract
3. Union Gas purchase
4. Union Gas sales

4. TCPL Contract

Union Gas seeks relief of its contract volume from the Ontario National Energy Boards, in order to allow the consortium volume to flow in its place.

5. Union Buy/Sell Contract

Consortium enters into agreement with Union Gas to sell its daily average volume of gas at current market costs.

6. Union Gas Sales Contract

Consortium enters into agreement with Union Gas to purchase gas at current market costs.

- 3 -

7. Execution of Documents

All as indicated under Gas Tender Item #3.

8. Regulatory Approvals

Have to be obtained from Saskatchewan for removal permit, and from the Ontario and National Energy Board. All of this acquired by Union Gas on our behalf.

BOARDS WITH GAS FLOWING(a) Metropolitan Toronto

Annual consumption is 80 million cubic metres per year. The current savings after tender and purchase is \$3,000,000.00, however, they do also pay for consultation fees and commission, to which costs we have no direct access to other than we are led to believe they are approximately \$250,000.00 for the first year and \$150,000.00 for the second year of the contract.

(b) London (group) Middlesex Elgin Oxford

(c) Waterloo Public

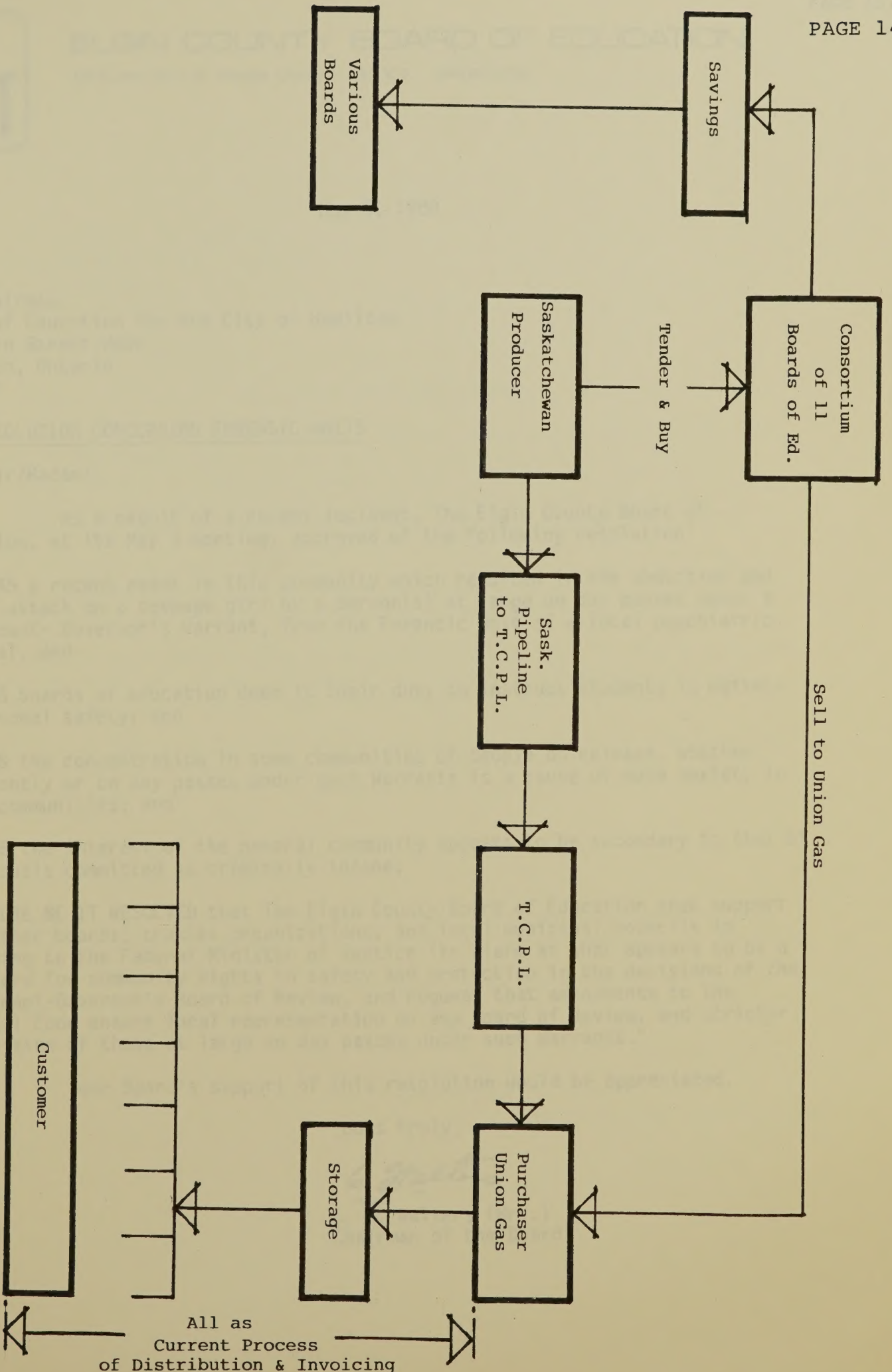
Boards in Final Process of Purchase

(a) Sarnia - Windsor - Essex - Chatham and Kent County - Brant.

Boards of Education

Who will form the consortium

1. Haldimand Board of Education
2. Haldimand Norfolk R.C.S.S.
3. Halton Board of Education
4. Halton R.C.S.S.
5. Board of Education for The City of Hamilton
6. Hamilton Wentworth R.C.S. S.
7. Huron County Board of Education
8. Huron Perth R.C.S. S.
9. Wellington County Board of Education
10. Wellington County R. C.S.S.
11. Wentworth County Board of Education



DIRECT BUY/SELL NATURAL GAS FLOW CHART



ELGIN COUNTY BOARD OF EDUCATION

400 Sunset Drive, St. Thomas, Ontario N5R 3C8 (519) 633-2700

May 9, 1988

The Chairman
Board of Education for the City of Hamilton
100 Main Street West
Hamilton, Ontario
L8N 3L1

RE: RESOLUTION CONCERNING FORENSIC UNITS

Dear Sir/Madam:

As a result of a recent incident, The Elgin County Board of Education, at its May 3 meeting, approved of the following resolution:

"**WHEREAS** a recent event in this community which resulted in the abduction and savage attack on a teenage girl by a person(s) at large on day passes under a Lieutenant- Governor's Warrant, from the Forensic Unit of a local psychiatric hospital; and

WHEREAS boards of education deem it their duty to instruct students in matters of personal safety; and

WHEREAS the concentration in some communities of people on release, whether permanently or on day passes under such Warrants is a cause of much anxiety in these communities; and

WHEREAS the interest of the general community appears to be secondary to that of individuals committed as criminally insane;

THEREFORE BE IT RESOLVED that The Elgin County Board of Education seek support from other boards, trustee organizations, and local municipal councils in conveying to the Federal Minister of Justice its alarm at what appears to be a disregard for community rights to safety and protection in the decisions of the Lieutenant-Governor's Board of Review, and request that amendments to the Criminal Code ensure local representation on any Board of Review, and stricter supervision of those at large on day passes under such Warrants."

Your Board's support of this resolution would be appreciated.

Yours truly,

C. A. Walters (Mrs.)
Chairman of the Board

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 06 03.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: SALE INVERNESS SCHOOL

The decision to sell Inverness School and site was approved by the Board in September 1987. We formally notified all priority agencies of our intention to sell this property and received only two replies of interest, one from the City of Hamilton and one from the Ontario Ministry of Housing on behalf of the Hamilton East Kiwanis Non-Profit Homes.

An appraisal was done as required by the Ministry for any sale and the appraised market value was \$200,000 to \$220,000.

The City of Hamilton has made us an offer of \$182,000 for the school and site which is within ten percent of the lower end of the appraisal generally considered acceptable by the Ministry of Education.

The Ministry of Housing, which showed some interest in the property, has been contacted concerning this offer and they realize that the City of Hamilton has, by Ministry Regulations, priority over the Ministry of Housing.

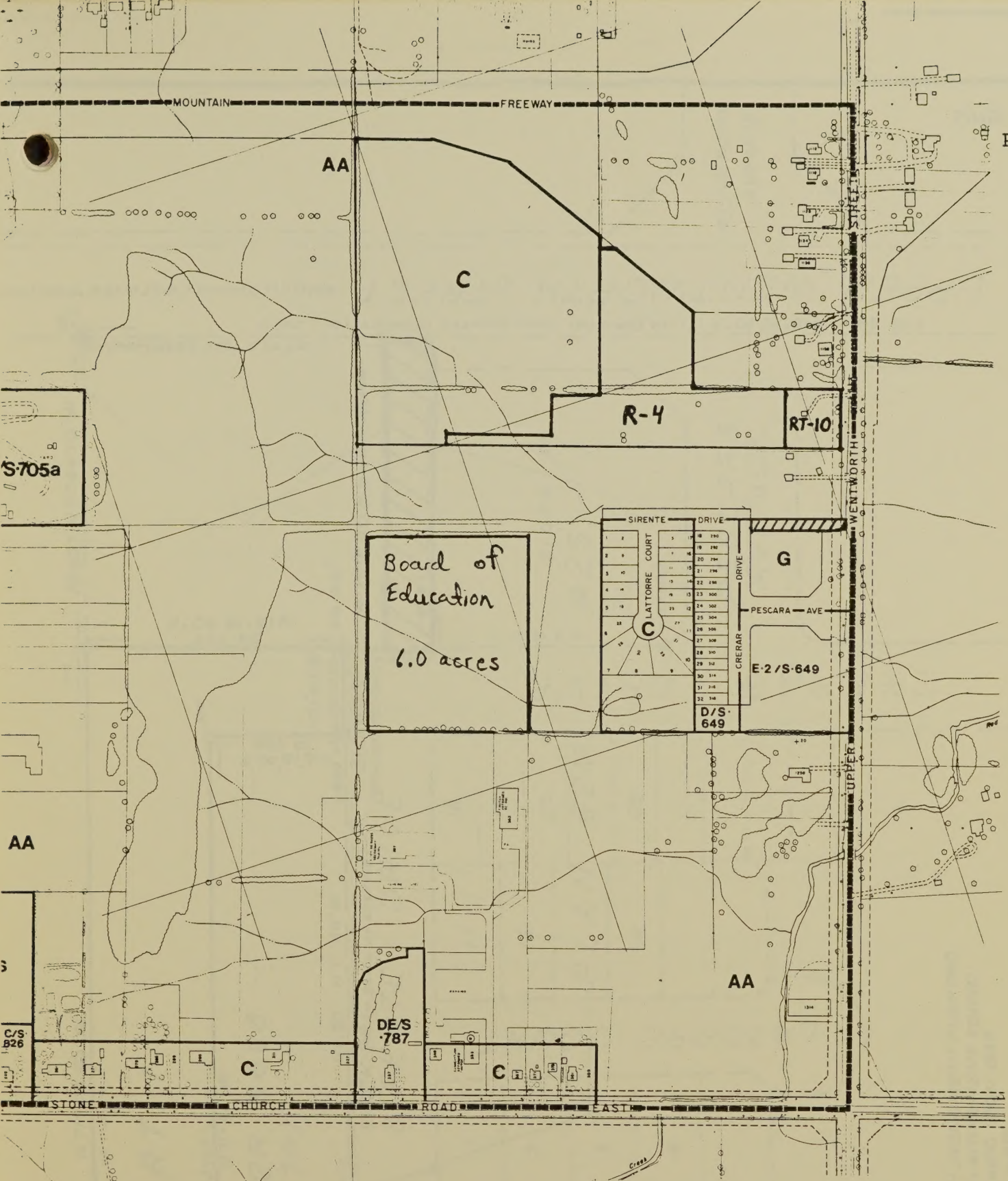
Therefore we recommend that the Board accept the City offer to purchase Inverness School and Site.

Recommendation - That the offer of \$182,000 from the Corporation of the City of Hamilton for the purchase of Inverness School and Site be accepted.

Respectfully submitted,

John Penner,
Superintendent of Finance and Treasurer.

DK/po

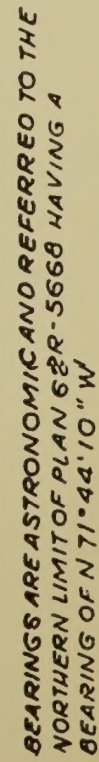


Crerar Neighbourhood

Lot 11, Concession 7
(Barton)

-Block 77

(City)



R e p o r t o f t h e
S p e c i a l E d u c a t i o n A d v i s o r y C o m m i t t e e

Present: Judith Bishop (Chairman);
 Trustees Baskin, Desmarais and Deans
 Mesdames Oommen, and Masters, Ms. Knol
 Messrs. Foster and Ormerod and Dr. Brennan

Also Present: T. Ophoven (HTF)
 A. Kunc (HPA)
 D. Hutton (OSSTF)

Officials Mr. P. Beveridge (Superintendent of Curriculum and Special &
 Educational Services, Designate)
 Mr. B. Adams (Supervisor - Special Education)
 Mr. Fred Neumann (Administrative Assistant)

The Committee recommends:

General

- (a) That members of the Special Education Advisory Committee are informed of and invited to all Professional Activity Days.
- (b) That Special Education Advisory Committee supports the overall planning and proposed direction as indicated in the report relative to future directions for Vincent Massey.
- (c) That the following recommendations relative to Conduct Disordered Students be approved:
 - (i) That the Board continue with the proposed program of identification and in-service to assist conduct disordered students.
 - (ii) That the Board continue its research into conduct disordered students in co-operation with Chedoke-McMaster and the University of Wales.
 - (iii) That the program be evaluated by the Psychological Department in co-operation with the Research Department and a report be submitted to the Board when appropriate.

Respectfully submitted

Judith Bishop
 Chairman

Meeting Room
 1988 05 18

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1

May 10, 1988

To the Chairman and Members
Operations Management Committee
The Hamilton Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re: Core French

The attached report is in response to the motion from the March 21, 1988 meeting of the Operations Management Committee.

Moved by Mrs. Van Horne:

That this matter be referred to the officials for recommendations to be brought forward to a future meeting of the Operations Management Committee.

Please find attached:

- . A portion of a report on international findings regarding second language acquisition, pages 17-24 (Foreign Languages for Younger Children: Trends and Assessment, Stern and Weinrib, 1977)(on blue).
- . Sections from four reports to the Board on French Language instruction.
 - March, 1985 (on pink)
 - October, 1986 (on yellow)
 - May, 1987 (on grey)
 - September, 1987 (on orange)

These reports outline the history of decisions regarding Core French programming from 1985 to the present.

- 2 -

March, 1985 -- Report on Elementary Core French Program: Present and Future Needs (on pink)

Trustees passed the motion to accept Option #3

Effective September, 1985, start the Core French program in Grade 4 with 30 minutes of daily instruction; in September, 1986, continue the sequence in Grade 5 with 40 minutes of daily instruction; in September, 1987, provide 40 minutes daily in Grade 6 and each ensuing year to and including Grade 8.

October, 1986 -- Administrative Report: Core French - Increased Instructional Time (on yellow)

Trustees passed a motion to accept the Recommendation on Page 8.

That effective September, 1987, the Core French program in Grade 4 be increased from 30 to 40 minutes of daily instruction.

May, 1987 -- Information Reports -- Review of French as a Second Language Program in Hamilton (on grey)

See policy memorandum and Points to be Considered, pages 2-4.

September, 1987 -- Report re Feasibility of Introduction of Core French in the Earlier (Primary) Grades (on orange)

The report was received for information and the motion to conduct a parent survey on needs assessment was subsequently withdrawn.

- 3 -

Summary of Decisions:

In October, 1986, the Board adopted a policy to begin elementary Core French in Grade 4 and to expand the program through the elementary grades, one year at a time, to a total of 600 hours of instruction by the end of Grade 8 in keeping with the Ministry mandate.

Summary of Findings:

Please see the Feasibility of Introduction of Core French in Earlier (Primary) Grades (pages 1-5).

In addition, it is important to note that the province's teacher training institutes are not graduating sufficient qualified French teachers to meet the demand of burgeoning programs province-wide.

Recommendations:

Assuming no changes in Ministry policy:

That a survey of parent views on Core French programming be postponed until the first group of students have completed 600 hours of elementary school Core French instruction (June, 1992).

That a system-wide review of both student outcomes and program be conducted in the Spring, 1992 and a full report be brought to the Board in November, 1992.

That the existing Board policy regarding Core French program policy as adopted in March, 1985 and amended in October, 1986 remain in place until the results of the 1992 review have been thoroughly analyzed and discussed by the Board.

Prepared by: John Hill, Supervisor of Languages
Gail Rappolt, Assistant Superintendent of Curriculum

Submitted by: C. G. W. McKague, Superintendent of Curriculum,
Special and Educational Services

Approved by: A. J. Krever, Director of Education and Secretary
of the Board

/ls

FOREIGN LANGUAGES FOR YOUNGER CHILDREN:

Trends and Assessment

H.H. Stern and Alice Weinrib

Modern Language Centre, Ontario Institute for Studies in Education

252 Bloor St. W., Toronto, M5S 1V6

This paper will appear in the Spring 1977 issue of Language teaching and linguistics: Abstracts. It should not be reproduced or quoted without permission of the authors.

4. ASSESSMENT

The decline of FLES in America, the critique of the twenty minute oral French programme in Canada, the sobering findings of the NFER Report in Britain, the cautious recommendations of the Council of Europe Symposia (Council of Europe, 1974, 1977), and the conclusion of the study on French in eight countries that there is no special advantage "in starting the study of a foreign language very early other than the fact that this may provide the student more time..." (Carroll, 1975) all point in the same direction: the provision of languages in the education of younger children has not come to be considered the sine qua non of effective language learning over the last twenty-five years. Its place in the curriculum of primary education continues to be a matter of debate and indecision.

To overcome this uncertainty, four main issues need to be clarified:

1. the optimal starting age; 2. time allowance; 3. language pedagogy; and
4. educational goals.

The Optimal Starting Age

When languages for younger children were advocated in the fifties and sixties, this innovation was promoted with excessive expectations. Such over-optimism, it should be noted, was not encouraged by the UNESCO studies (Stern, 1966, 1967, 1969). The chief claim was that the early years of life before puberty were the best, even 'critical' years for second language learning. To the much cited neurological or biological arguments of Penfield (1953, 1965), Penfield and Roberts (1959), and Lenneberg (1967), Schumann (1975) has added an affective theory which contributes a new and important dimension to previous arguments. It attributes to the early years a greater social and emotional permeability of the 'language ego' (Guiora et al, 1972) than is available at later stages of life. A more cognitive argument for early second language learning in terms of Piagetian stages of intellectual growth has been advanced by Krashen (1975) and Rosansky (1975). Acc-

ording to this point of view, the critical period of language development first and second, ends with the end of the period of 'concrete operations' i.e., when the stage of 'formal operations' begins. In other words, adolescent abstract thinking precludes 'natural' language learning. Several of the other arguments for early learning have been placed into the context of early child development by Andersson (1973), one of the principal and most consistent American advocates of early language learning (e.g. Andersson, 1953, 1969).

Against these and other claims in favour of early second language learning, there has been a constant stream of theoretical writings and some research evidence denying the specific advantages of the early years and advancing the claim that adults, too, can be effective language learners: e.g. Asher and Price (1967), Ausubel (1964), (Burstall (1975b), Politzer and Weiss (1969). Smythe, Stennet and Gardner (1975), Thorndike et al (1928). and van Parreren (1976). Macnamara (1973) has argued that children ^{learn} more and faster because they have more opportunities for language learning than adults; if an adult of forty was freed of the preoccupations of work and supplied with a companion who devoted much time and energy to helping him to learn the language, that adult would learn as well as a young child from its mother. The NFER report (Burstall et al, 1974) reviewed the arguments favouring adults, and used the evidence of the British Primary French Scheme to support the view that greater cognitive maturity and learning experience are assets favouring the older learner. Others have challenged specific claims for early learning. For example, the argument based on the time-table of cortical lateralization has been critized by Krashen (1973); even the widely accepted advantage of younger learners in acquiring foreign language pronunciation has not gone unquestioned (Olson and Samuels, 1974).

To end these arguments and counterarguments, it is probably best to assume that no overall optimal age, operative for all conditions and all aspects of language learning can be conclusively determined (Jakobovits, 1970; Stern, 1976b). Once the first language has been established, all age levels face similar second

language learning tasks and difficulties, and are likely to go through similar stages of second language acquisition. Nevertheless, children and adults may differ developmentally in certain respects in their approach to second language learning, but age-specific characteristics are only beginning to be studied systematically (e.g. Asher, 1972; Fathman, 1975; Krashen, 1976; Krashen, et al, 1976). They can only be discovered by further observation and experiment and not by polemical arguments. More studies of the characteristics of different age levels of second language learning are needed. In the present climate of research, they are more likely than ever to be made (Brown, 1974, 1976).

In the present state of our knowledge, the practical implication of this discussion is that on psycholinguistic grounds alone, second language education could be placed anywhere in the curriculum. But "instruction at an early age is in itself no guarantee of success" (Stern et al, 1976).

Time Allowance and Time Distribution

Carroll's long-standing insistence on explaining attainment in a foreign language as "a matter of the amount of time spent in learning" (e.g. 1962, 1969, 1975) has been repeatedly confirmed in recent studies such as the NFER research (Burstall et al, 1974), the IEA French study (Carroll, 1975) and particularly in the Canadian studies (Stern et al, 1976; Stern 1976c) where time variations, ranging from twenty minutes per day to the whole school day in a foreign language have been investigated and have amply confirmed Carroll's thesis. If the language educator accepts the lessons of these recent investigations, he will consider the level of language achievement to be reached at a given stage of education, e.g., the CSE, or the GCE 'O' or 'A' level in Britain, or the European 'Threshold level' (van Ek, 1975) and estimate how much time is needed by the majority of students to reach this level. In view of this argument, the NFER report may be right in concluding that there is no overwhelming reason for starting French as a second language below eleven-plus, if a satisfactory level can be reached without ex-

tending the total time allowance.

Besides the total amount of time allowed for language learning, another time aspect to bear in mind is its distribution. The Canadian experience suggests that a principle advocated and practised since the sixties, i.e., to make available from the early years of schooling small amounts of daily time for language learning is not as effective as a more concentrated effort (Stern, 1976c; Stern et al, 1976). Making more time available as is done in 'immersion' programmes, particularly in 'early immersion' (e.g. Lambert and Tucker, 1972; Stern et al, 1976; Swain and Barik, 1976), can lead within two or three years to a level of language performance surpassing traditional expectations of language instruction. Even in these programmes, phenomena such as an 'immersion class dialect' (Selinker, Swain and Dumas, 1975; Swain and Bruck, 1976) and backsliding have been observed. These and other problems of second language maintenance and development are now receiving attention (Spilka, 1976).

An appropriate time allowance and distribution cannot be determined a priori. It is a matter of trial-and-error accompanied by systematic evaluation in relation to stated objectives. But very small amounts of time, e.g. 15 or 20 minutes a day over several years, appear to be less productive and more difficult to organize than a more concentrated effort.

Language Pedagogy

Experience in the teaching of languages to young children is now available internationally over the whole range of pre-secondary education. The presence of languages other than the mother tongue is no longer regarded as an anomaly or as an out-of-the-way experiment. While second language learning in primary education has not become accepted as part of normal literacy, as was proposed in the First Hamburg Report (Stern, 1967), it is accepted as a practical educational possibility.

If we compare the teaching of foreign languages to younger children with the teaching of other primary subjects such as reading or mathematics, it is worth pointing out that although these subjects have been in the field much longer, they have by no means solved all their problems. It is not surprising to find that in the brief span of second language teaching to younger children, this new area in the primary curriculum has also encountered problems and difficulties. Defenders and critics of early language teaching have noted a number of these, and there is little argument about what they may be: inadequate teacher preparation, lack of co-ordination between primary and secondary language teaching, inadequate integration of the language courses into the existing curriculum, insufficiently differentiated stages of language curriculum development, doctrinaire and limited methods, and unsatisfactory materials, (Council of Europe, 1974, 1977; Buckby, 1976; Burstall et al, 1974; Stern, 1966, 1972, 1976b). None of these difficulties are such that they could not be remedied by appropriate measures. Moreover, the difficulties in providing second language instruction for younger children are no greater than those encountered in teaching languages to adolescents or adults.

Practical guidance is available in several useful works on language pedagogy for younger children (e.g. Donoghue, 1968; Finocchiaro, 1964; Gompf, 1975; Titone, 1972). A wide variety of curriculum materials incorporating valuable techniques for teaching younger children, particularly in English, French and Spanish, have been, and continue to be developed (e.g. Beile and Rutherford, 1975; Hawkes, 1974; Jenks, 1975; Weinrib, 1976; Wright and Betteridge, 1976). Somewhat spurious theories about language and language learning which in the sixties had imposed rigidity on the methodology of language teaching at the primary stage are being revised. In particular, the strict separation of skills, and the tabooing of reading and writing in the early stages of language learning are being re-examined. The methodological starkness of many language teaching programmes produced under the influence of the audiolingual or audiovisual methods with a near exclusive

emphasis on dialogue learning, repetition, and structure drill is being modified. A more flexible and intellectually more challenging approach, allowing for individual learner characteristics and interests, is gaining momentum (Council of Europe, 1977; Stern, 1976a). Particularly promising for the development of language pedagogy at this level have been teaching experiments in which language learning has been associated with functional use, as in North American bilingual education programmes (Stern, 1976c). While such bilingual education may not have universal application, it provides an important methodological lesson for language teaching to younger children, namely that "a student can more effectively acquire a language when its learning becomes incidental to the task of communicating with someone about an inherently interesting topic" (Tucker, 1976).

In line with this trend of thought, the Copenhagen Symposium (Council of Europe, 1977) has recommended teacher exchanges, and visits to classes by children and adults who are native speakers of the target language. Current experience suggests that younger children are particularly responsive to informal opportunities for language acquisition. This is not to imply that older learners could not benefit from informal contacts nor that formal classroom teaching does not make a contribution to the younger learners. All language learning probably needs both: opportunities for formal classroom instruction and informal acquisition through use of the second language (Krashen, 1976; Stern 1973b), but the optimal balance between the two types of input may be different for younger and older learners and may vary in different environments.

Educational Goals

Ultimately, the decision on the stage of education at which to introduce a second language is an educational, cultural and political one. There may be no overpowering reason in the biology of child development in favour of teaching languages to younger children. But there are no overpowering reasons against it

either. It is a question, then, for the community and the school to ask whether or not they want the education of young children to be 'ethnocentric' and 'linguocentric'.

In parts at least, this decision must be based on a sociolinguistic analysis of the society that wishes to plan its language education policy on rational grounds. An understanding of the role of a second language in a community, and an appreciation of its educational and cultural value are perhaps more important than the search for a psychologically or biologically optimal age. Unfortunately, hardly any studies of this nature have so far been made in association with early language teaching experiments.

In considering the place of a foreign language in the education of young children, it should further be borne in mind that a unilingual upbringing and education is not more 'natural' than a multilingual one; the emphasis on the vernacular as the sole medium of education is, after all, an artifact of the nineteenth century nation-state. In most countries, ethnic pluralism and linguistic contact are the rule and not the exception (e.g., Perren, 1976; Porsché, 1975; Stern, 1973c). It can be argued therefore that language education as well as other parts of the primary curriculum, e.g., social studies, should reflect this reality. There are many ways in which children could be sensitized to the existence of other languages, ranging from a simple language awareness programme, such as was recently proposed at the Copenhagen Symposium (Council of Europe, 1977), to the total immersion in the second language exemplified by the experimental programmes in some Canadian schools.

5. CONCLUSION

Although a much more circumspect attitude toward languages for younger children has been expressed everywhere, there is considerable reluctance among those

involved in these pioneer efforts to view language teaching for younger children as a failure and to abandon it. A more realistic appreciation of the contribution of second language learning to the language education of young children has been observed and a recognition of the need to spell out more precisely "the conditions for success" (Council of Europe, 1977).

The guiding principle based on the considerations identified in this paper is to recognize that a language can be taught from any age upwards. Once this has been accepted, the decision at what stage in the educational process to introduce a foreign language can be governed by three criteria: a) the estimated time necessary to reach a desired level of language proficiency by a specified stage in the school career of the majority of learners; b) the educational value attributed to learning foreign languages at a given stage of the curriculum; and c) the human and material resources required to develop and maintain an educationally sound and successful foreign language program.

OPTIONS

The needs of our own students, circumstances affecting Core French in the province and Ministry directions and priorities make it appropriate for the trustees of the Board of Education for the City of Hamilton to consider at least four options at this time:

OPTION 1

Maintain the status quo; that is, 20 minutes of daily Core French instruction in grades 6, 7 and 8.

OPTION 2

Increase the amount of instructional time to 40 minutes daily in grades 7 and 8, commencing in September 1985 with grade 7

OPTION 3

Effective September 1985 start the Core French program in grade 4 with 30 minutes of daily instruction; in September 1986 continue the sequence in grade 5 with 40 minutes of daily instruction; in September 1987 provide 40 minutes daily in grade 6 and each ensuing year to and including grade 8.

OPTION 4

Combine Options 2 and 3 above.

Administration recommends Option 3.

1986-1987

administrative report

#6

MONTH- October, 1986

TOPIC- CORE FRENCH - INCREASED INSTRUCTIONAL TIME

CONTACT- Mr. John Hill, Supervisor
Curriculum and Instruction (Languages)

RESOLUTION- ADOPTED

Chairman and Members
 Education Management Committee
 Hamilton Board of Education

Ladies and Gentlemen:

RE: ELEMENTARY CORE FRENCH PROGRAM
INCREASED INSTRUCTIONAL TIME

BACKGROUND

Policy Memorandum No. 58 of the Ontario Ministry of Education (see Appendix A), issued on June 2, 1986, established the following requirement for all Core French programs in the province:

"As of September, 1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8."

By Ministry definition, students in a Core French program study the French language for a minimum of 20 minutes per day up to a maximum of 40 minutes per day.

20 minutes/day = 60 hours/year 40 minutes/day = 120 hours/year

The Ministry requirement for students who start their Core French sequence in Grade 4 in September, 1987, is clear. These students are to receive 40 minutes of French instruction per day.

grade 4:	40 min./day	=	120 hrs./yr.
grade 5:	40 min./day	=	120 hrs./yr.
grade 6:	40 min./day	=	120 hrs./yr.
grade 7:	40 min./day	=	120 hrs./yr.
grade 8:	40 min./day	=	120 hrs./yr.
			600 hrs.

Hamilton's Core French program was expanded in September, 1985, to start in Grade 4 at 30 minutes per day. The instructional period increased to 40 minutes per day in Grade 5 in September, 1986, and will continue at 40 minutes per day (phasing out the 20 minute program in Grades 6, 7, 8) one year at a time. When fully implemented, this sequence will allow students to accumulate 570 hours by the end of Grade 8, 30 hours under the new Ministry requirement.

As a result, a recommendation was brought to the Education Management Committee on July 14, 1986, to increase the daily instructional period for Grade 4 Core French from 30 minutes to 40 minutes, effective September, 1987.

The members of EMC voted to refer the recommendation to the October meeting with a request that officials look at additional patterns for achieving the required 600 hours.

CORE FRENCH PROGRAMS IN
OTHER BOARDS

Golden Horseshoe

The following sequences are either in place now or will commence in September, 1987:

<u>Board</u>	<u>Starting Grade</u>	<u>Length of Period</u>
<u>Niagara South</u>	Grade 4	40 min./day
<u>Lincoln County</u>	Grade 4	40 min./day
<u>Wentworth Cty</u>	Grade 4	40 min./day
<u>H.W.R.C.S.S.B.</u>	Grade 4	40 min./day
<u>Halton County</u>	Grade 4	40 min./day
<u>Peel County</u>	Grade 4	40 min./day
<u>Waterloo Cty</u>	Grade 4	40 min./day
<u>Wellington Cty</u>	Grade 4	40 min./day

Central Ontario

The following statistics were supplied by Mrs. Helen Mitchell, Education Officer with the Ontario Ministry of Education:

<u>Starting Grade</u>	<u>1984-85</u>	<u>1985-86</u>
(Note: Some boards have more than one starting point)		
JK	2 boards	2 boards
SK	3 boards	3 boards
Gr. 1	10 boards	10 boards
Gr. 2	0	0
Gr. 3	7 boards	7 boards
Gr. 4	15 boards	16 boards
Gr. 5	4 boards	4 boards
Gr. 6	7 boards	3 boards

3.

Metro Toronto and beyond

<u>Board</u>	<u>Starting Grade</u>	<u>Length of Period</u>
Toronto	Grade 4	40 min./day
Scarborough	Grade 4	40 min./day (likely to be recommended)
North York	Grade 3	20 min./day (same in Gr.4, 40 min. periods start in Gr.5)
York	Grade 1	40 min./day
London	Grade 4	40 min./day
Carleton	SK	20 min./day
	Grade 1	40 min./day

RESEARCH RE:
OPTIMAL AGE
FOR STARTING
CORE FRENCH

Research regarding an optimal age for starting Core French instruction is inconclusive. The neurological argument of Penfield and Lenneberg that second-language instruction should start in the primary grades has largely evaporated.¹ However, there is some evidence that younger children are socially more receptive to second-language involvement.² There is also strong support for the position that more time spent studying a second language increases the probability of greater achievement and sophistication in the language.² At the same time, research indicates that in many key respects the very young child is neither as efficient nor as successful in learning a second language as the older individual.¹

1. The Best Age for Foreign-Language Training, Smythe, Stennett and Gardner, London Board of Education and University of Western Ontario, 1975 *
2. The York Region Core French Evaluation Project, O.I.S.E., 1983 *

PHILOSOPHY, PRACTICALITY
AND EXPERIENCE

Before the recommendation was made to the Board to start Core French in Grade 4 effective September, 1985, other possible starting points and period lengths were investigated and rejected by staff - Grade 5, Grade 3, Grade 2, Grade 1 and Senior Kindergarten.

*Total text available from the Language Department upon request.

There is strong agreement among the Supervisor of Primary/Junior Education, the consultants in the primary and junior divisions, and the Supervisor of Languages that the primary curriculum should not be further fragmented by the introduction of a short period of Core French instruction each day.

The Ministry guideline for Core French programs dictates a balanced-skills approach for all divisions. Listening, speaking, reading and writing are to be developed concurrently. (A videotape to be used at the EMC meeting will demonstrate current classroom methods and the components of a 40-minute instructional period.) A period of 20 minutes was appropriate in the past when Core French objectives were based primarily upon the development of listening and speaking skills. More time per day is required to develop integrated reading and writing skills. Naturally the pace, structure and content of a 30 or 40-minute period in the junior division must respect the needs and attention span of the children.

Our present Core French learning materials for the junior division are based upon the 'immersion principle', i.e. a communicative approach incorporating concepts and subject content familiar to students from their studies in the primary and junior years. Our experience locally in implementing an expanded Core French program starting in Grade 4 has been very positive. This success is due to the strength of our teaching staff and to a large extent upon the learning materials being used. These materials are new and are designed to integrate the Core French experience with the total curriculum.

It is important to note that for Core French programs the learning materials listed in Circular 14 may or may not be used depending upon the accumulated hours of instruction. (See Appendix B). If the Board were to decide to implement Core French early in the primary division, we would have to choose different materials suitable for younger children. Once these children

entered the junior division, we would have to abandon the use of our present excellent materials because of the total hours of instruction accumulated in the primary division. As well, we would be establishing a third Core French sequence requiring curriculum change every year in subsequent grades.

Sequence 1: Grades 6 - 13 (OAC)

This sequence started in September, 1980, and will be fully implemented in 1988.

Sequence 2: Grades 4 - OAC

This sequence started in September, 1985. Grade-by-grade changes will be required each year until fully implemented in 1994-95.

Sequence 3: Early primary grades - OAC

This sequence would change sequence 2 completely once the students entered grade 4. Grade-by-grade changes in materials would be required each year thereafter.

OPTIONS AND COMMENTS

Based upon the preceding points, the following options appeared to be the most reasonable for consideration in determining a sequence totalling at least 600 hours by the end of Grade 8:

Option 1

Grade 3:	20 min./day
Grade 4:	30 min./day
Grade 5-8:	40 min./day
<u>Total elementary sequence = 630 hrs.</u>	

Comments

- 20 minutes per day in Grade 3 are insufficient to implement a well-balanced 4-skill approach which is communicative in nature, based upon "hands-on" activities and integrated with the subject content of the rest of the curriculum.
- In 1986-87 approximately one-third of all grade 3 and 4 classes are double grades. Timetabling to accommodate itinerant Phys. Ed., itinerant Music, recess, learning resource

teachers, teacher release time and various lengths of Core French instruction would be difficult and would create a very confused environment and program for children.

Option 2

Grade 3: 30 min./day
 Grade 4: 30 min./day
Grades 5-8: 40 min./day
 Total elementary sequence = 660 hrs.

Comments

- 30 minutes per day in Grades 3 and 4 provide a minimally adequate amount of time to implement the Core French Program.
- Current Grade 4 materials could be considered for use in Grade 3, but the Board would have to duplicate its purchase of textbooks and materials in grade 3 and in every year thereafter since a 'double cohort' would be established.
- The difficulties of timetabling and the complexities of programming would fragment the school day as with Option 1. This is particularly true of double grades.

Option 3

Grades 4-8: 40 min./day
 Total elementary sequence = 600 hrs.

Comments

- 40 minutes per day are most appropriate to the nature and demands of the program.
- A period of 40 minutes per day is consistent with the goals of the Ministry of Education and with the sequences established by a majority of neighbouring Boards.
- This option is cost-efficient in terms of course materials. Existing materials need not be replaced nor augmented.

C: Long Range Financial Impact
Grants Based on Accumulated Hours of Instruction

OPTION I					OPTION II					OPTION III									
GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL	Hours Per Year of French	TOTAL ACC Hrs Per Year	Per Pupil Base Grant	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL	Hours Per Year of French	TOTAL ACC Hrs Per Year	Per Pupil Base Grant
60	90	120	120	120	120	630	60	60	\$113	0	120	120	120	120	120	600	0	0	0
							90	90	\$113	90	120	120	120	120	120	660	120	120	\$113
							120	180	\$168	120	120	120	120	120	120	600	120	240	\$168
							120	300	\$168	120	120	120	120	120	120	600	120	360	\$168
							120	420	\$232	120	120	120	120	120	120	600	120	480	\$232
							120	540	\$232	120	120	120	120	120	120	600	120	600	\$232
							TOTAL	660		TOTAL	660								

NOTES

- (1) Per Pupil Base Grant must be adjusted by multiplying by the H.B.E. grant weighting factor of .64. Amounts shown here are 1986 dollar values.
- (2) There is no change in the per pupil grant allowances for grades 5 to 8 resulting from choosing any one of the above plans in preference to the other two.

Research Services Department
Hamilton Board of Education
September 15, 1986.

Recommendation:

When all of the preceding factors are taken into account, it is recommended:

That effective September, 1987, the Core French program in Grade 4 be increased from 30 to 40 minutes of daily instruction.

Prepared by:

John C. Hill,
Supervisor of Curriculum & Instruction
(Languages)

Owen Jackson, Supervisor, Research Services

Submitted by:

C. G. W. McKague,
Superintendent of Curriculum & Special Services

Approved by:

A. J. Krever,
Director of Education

1987 05 21

To The Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: FRENCH AS A SECOND LANGUAGE

By Board motion, directions in French as a second language programming within this board are being reviewed.

In order to assist trustees in their deliberations, the attached reports are presented as information:

1. Ministry Directions In French As A Second Language
 - (a) Ontario's F.S.L. Programs
 - ✓(b) Policy/Program Memo 58 - Ontario Ministry of Education
2. French As A Second Language Programs In Ontario
 - (a) Golden Horseshoe
 - (b) Other Boards Providing Core French In The Primary Division
3. Hamilton's Core French Program
 - (a) Elementary
 - (b) Secondary
4. Hamilton's French Immersion Program
 - (a) Ministry Goal
 - (b) Sequence
 - (c) Locations & Enrolments
 - (d) An Evaluation of... Report #193
1985-86 - Research Services Department
- ✓5. Points To Be Considered

Prepared by: J. Hill, Supervisor of Languages
O. Jackson, Research Supervisor
C. G. W. McKague, Superintendent of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/mg



Ontario

Ministry
of
Education

Issued under the authority
of the Deputy Minister
of Education

Policy/Program
Memorandum
No. 58

PAGE 40.

Date of Issue: June 2, 1986

Effective: Until revoked
or modified

Subject: ELEMENTARY SCHOOL CORE FRENCH PROGRAMS

Application: Regional Directors
Directors of Education
Principals of Schools

Reference: Policy/Program Memorandum No. 17, revised 1982.

Since 1966, when Ontario's first guideline for elementary school French was published, each school board has largely determined the extent of its own Core French program. As a result, the opportunity to study French as a subject is not the same for students across the province. In some cases, special provision has to be made for students who are transferring from one board to another to enable them to complete a Core French program.

The Ministry of Education has recommended since 1977 that Core French programs begin not later than Grade 4 and provide a total of 600 hours of French instruction by the end of Grade 8. These programs have been encouraged through special grants. Enrolment in French has increased to the point where, in the current school year, almost 90 per cent of Ontario students in publicly supported schools are studying French by Grade 4.

In 1984, 99 per cent of students in Grades 7 and 8 were receiving French instruction under the jurisdiction of their school boards. At that time, the Ministry of Education established the requirement in Ontario Schools, Intermediate and Senior Divisions that pupils in these grades study French.

Local support for Core French programs in the Junior Division is now widespread. To further the equality of educational opportunity across the province, it has been decided that English-speaking students will study French in Grades 4 to 8. As of September 1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. Exceptions might include the few individuals whose interests, in the opinion of their parents or guardians (after consultation with the principal), are best served by exemption from the program.

5. POINTS TO BE CONSIDERED

1. The current plans for Core French and French Immersion in Hamilton are in keeping with Ministry goals and meet all Ministry requirements.
2. The Ministry of Education has no plans to mandate Core French in the primary division.
3. The provincial review of French Immersion programs is still in progress. The first results will likely be available in October, 1987.



The decision to introduce Core French programs before Grade 4 remains with the local school board.

This policy will give Ontario students in English-language schools the opportunity to develop a basic command of French, which can be expanded through further study or through contact with French-speaking people.

Report to Board.

1987 09 01

To The Chairman and Members
The Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: FEASIBILITY OF INTRODUCTION OF CORE FRENCH IN
EARLIER (PRIMARY) GRADES

At the June, 1987 meeting, members of the Education Management Committee requested a report from the officials on the feasibility of the introduction of core French in earlier grades.

The following is a brief summary of current information research and points of view:

1. According to research, what is the optimum grade to begin core French instruction?

We quote from a study for the Wellington County Board of Education in 1985 by Philip Nagy and Roslyn Klaiman, D.I.S.E.:

"The impression that children learn language more efficiently in the primary grades than in later grades is largely unsupported in the literature.

The advantages we see for starting core in grade 1 are:

- . TOTAL ACCUMULATED HOURS. The main determinant of final skill level is total time accumulated. The advantage is not in capturing the best years for language learning, but in accumulating more hours more quickly.
- . WIDESPREAD SUPPORT IN THE COMMUNITY. A start in kindergarten or grade 1 is favoured by 75% of immersion parents, 50% of English program parents, 80% of French teachers, 66% of non-French teachers, and 70% of principals (NOTE: These are Wellington County statistics).
- . ATTITUDE DEVELOPMENT. There is evidence that better attitudes to learning French result from an earlier start.
- . PROBLEMS OF ADOLESCENCE. A stronger skills base can be built before the self-conscious years of early adolescence, at which time many students are reluctant to demonstrate their oral skills in front of the class.
- . FINANCIAL ADVANTAGES. The Ministry grant structure based on accumulated hours encourages an early start to core French (NOTE: Hamilton's grant rate will differ from that of Wellington County).

- 2 -

Some of those opposed to primary French argue that there is no room in a crowded curriculum. There is ample evidence, in fact, that one can expect considerable transfer of skills from a well designed core French program to English. There is also considerable support for the idea of incorporating French teaching into other subjects; music is the example which comes most readily to mind. About two-thirds of the teachers support oral and conversational methods for teaching core, including half the non-French teachers. An additional one-sixth support immersion methods -- "Sesame Street style" -- to teach core, although this group did not include any non-French teachers. Thus, we suggest that time spent on French should not be regarded as time lost to all other subjects.

2. What Southern Ontario boards include in their programs core French in the primary division?

Starting Grade

Brant County	Grade 1	20 min/day
York County	Grade 1	40 min/day
City of York	Grade 3	20 min/day
Victoria County	Grade 1	20 min/day
Metro Sep.	Grade 1	20 min/day
North York	Grade 3	20 min/day
Bruce-Grey RC	JK	20 min/day
Gray County	Grade 1	20 min/day
Carleton	SK	20 min/day
"	Grade 1	40 min/day
Ottawa	SK	30 min/day
"	Grade 1	40 min/day
Stormont-Dundas-		
Glengarry	Grade 2	40 min/day
Stormont-Dundas-		
Glengarry RC	SK	40 min/day

3. What points of view do the Supervisors of Primary-Junior Education and Languages have?

The elementary Core French program in Hamilton was expanded in September, 1985 in keeping with ministry goals and policy - 40 minutes of daily instruction beginning in Grade 4 (Policy/Program Memoranda No. 17 and No. 58). The expanded program includes Grade 6 this September and will be fully implemented at the elementary level (Grades 4-8) by September, 1989.

Aside from ministry policy, there are several reasons why Grade 4 was suggested as the appropriate starting point for the Core French program:

- Students at the beginning of the junior division have developed skills in their first language which allow them to use reading and writing to reinforce their listening comprehension and speaking ability. Children retain what they have learned in a second language much more readily with reading and writing as support skills.

- 3 -

- Learning in the primary division is largely "experiential", requiring large blocks of time. The primary teacher has difficulty scheduling the many activities that the curriculum presently demands without adding another component to fragment an overcrowded day. While learning by doing can be provided in immersion settings, it is not a reasonable expectation in a short Core French period.
- The content of the junior division curriculum allows meaningful integration of Core French with many areas of study.

Research regarding an optimal age to start second language study (i.e. Core French) is inconclusive.¹ If the trustees wish to consider further expansion of the Core French program at this time, they may wish to have a needs assessment conducted with input from the community which the Board serves and from all interested parties. This would lead to a decision in keeping with the conclusions of the 1977 report by H.H. Stern and A. Weinrib (O.I.S.E.): Foreign Language for Younger Children - Trends and Assessment:

"The guiding principle based on the considerations identified in this paper is to recognize that a language can be taught from any age upwards. Once this has been accepted, the decision at what stage in the educational process to introduce a foreign language can be governed by three criteria: a) the estimated time necessary to reach a desired level of language proficiency by a specified stage in the school career of the majority of learners; b) the educational value attributed to learning foreign languages at a given stage of the curriculum; and c) the human and material resources required to develop and maintain an educationally sound and successful foreign language program."

4. What is the Ministry's position on core French instruction in the primary division?

The Ministry has recommended since 1977 that core French programs begin not later than Grade 4. The decision to introduce core French before Grade 4 remains with the local school board.

As of September, 1987, instruction in core French beginning in Grade 4 has been mandated by the Ministry. The Ministry has stated that it has no plans to mandate an earlier start.

¹ The Best Age for Foreign-Language Training, Smythe, Stennett and Gardner, London Board of Education and the University of Western Ontario.

Issues in Early Core French, H. H. Stern, O.I.S.E., 1982

The York Region Core French Evaluation Project, O.I.S.E., 1983

- 4 -

5. What is the approximate cost per grade to introduce core French system-wide?
Cost of Teachers:

On average, there are 101 classes in each of the 3 primary grades. September, 1988 will show no appreciable change in that number. The charts below outline calculations used to arrive at the number of additional staff and the costs involved if core French were introduced into one primary grade system-wide.

a) 20 minutes of daily instruction

$101 \times 20 = 2020$ minutes per day

Teachers @ 250 minutes instructional assignment per day:

$\frac{2020}{250} = 8.08$ teachers which translates into \$350,000 annually
 in salaries and benefits of which \$190,000 would be
 received by the Board in grants

b) 40 minutes of daily instruction

$101 \times 40 = 4040$ minutes per day

Teachers @ 250 minutes instructional assignment per day:

$\frac{4040}{250} = 16.16$ teachers which translates into \$700,000 annually
 in salaries and benefits of which \$190,000 would be
 received by the Board in grants.

Subsequent years' grants will be affected by the rate of accumulated hours of instruction.

Cost of Learning Materials:

1. Students in the primary division develop listening and speaking skills in Core French with limited and graduated development of reading and writing skills. As a result, the learning materials listed in Circular 14 often appear in the form of "kits" rather than as student texts and workbooks.

If the Hamilton Board of Education were to start Core French in Grade 1, the Language Department would likely recommend at least one kit per school. A kit costs approximately \$560.00. For 58 schools this would cost \$32,480.00 per grade.

2. If Core French were to start in Grade 1, students would accumulate background instructional hours which would require program and text-book changes, one year at a time, from grade 4 to the end of the DAC.

- 5 -

6. What are other implications of core French instruction in earlier grades?

There is no question that the introduction of core French in earlier grades is feasible; the real question is: "Should it be done?"

Ideally, a room or rooms should be available in each school for core French instruction. Accommodation must be a consideration.

ADMINISTRATION RESPECTFULLY REQUESTS FURTHER DIRECTION ON THE EXPECTED SCOPE OF THIS FEASIBILITY STUDY.

Prepared by: Barbara Howard, Supervisor of Primary/Junior
John Hill, Languages Supervisor
C. G. W. McKague, Superintendent of Curriculum
& Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever, Director of Education

/md

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That The Board of Education for the City of Hamilton approve a grant application in the amount of \$6,000 from the Ministry of Education, Ministry of Skills Development, Experience 1988, to be applied to the cost of hiring 15 summer school monitors (at \$4.55 per hour) for 30 hours per week for 6 weeks commencing July 4, 1988.
- (b) That The Board of Education for the City of Hamilton approve a grant application in the amount of \$4,187.14 from the Ministry of Education, Ministry of Skills Development, Experience 1988, to hire 4 students to assist in the "See and Be Reading Program" (Community Schools) at \$4.55 per hour for 30 hours per week for 7 weeks commencing June 27, 1988, at no cost to the Board.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

*jep

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(c) That the following trip request be approved:

- (i) G. L. Armstrong/Hill Park, Grades 7-9, Washington D.C., 1988 06
22-26 (Wednesday to Sunday).

UNIT INFORMATION

STATEMENT OF WORK

1. The following information is provided for your information:

2. The following information is provided for your information:

CA4 ON HBL W26
A35

A G E N D A
OF THE
OPERATIONS MANAGEMENT COMMITTEE

1988 07 12

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. (a) Smoking Cessation Programs (tabled from June meeting - 1988 06
(b) Correspondence from O.S.S.T.F., District 8 & H.T.F. re: smoking ban
pages 1 & 2.
2. Report from officials re: Child Abuse Prevention Curriculum - pages 3-15.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Investment of Short Term Funds - pages 15A-15D.
3. Cash Flow - pages 15E-15H.
4. Burglary, Theft and Vandalism Report - pages 16-18.
5. Education Archives Project - pages 19-38.
6. Tenders re: (a) Fairfield Elementary School Renovations
(b) Robert Land Elementary School Renovations
(c) R. A. Riddell Elementary School Portables
(d) George R. Allan Elementary School Addition - page 38B.
7. 1989 Proforma Budget - pages 39 & 40.
8. Red Hill Neighbourhood - Sale of Board site (Hixon Road) Lot 31, Concession 3 (Saltfleet) - pages 41 & 42.
9. Sale of Binkley School pages 43-45.
- 10.*Sale of Land for Roadway Purposes - Templemead Area - Block No. 90.**
pages 45A-45C.
- 11.*Sale of Land for Roadway Purposes - Broughton East Neighbourhood - Lillian Heights Division.** - pages 45D-F.
12. Report re Senior Composite and Vocational A.I.D.S. Programme - pages 46 & 47.
13. Report from the Superintendent of Curriculum and Special Services re Hamilton and District Home Builders' Association - pages 48-54.

****In addition to agenda mailed out.**

GOVERNMENT DOCUMENTS

URBAN MUNICIPAL

JUL 20 1988

GOVERNMENT DOCUMENTS

July
12
1988

14. Communication from Kirkland Lake District Roman Catholic Separate School Board re Provincial Sales Tax - page 55.
15. A.L.S.B.O. Task Force on Technological Studies - pages 56-61.
16. Report re: External Research Proposals - pages 62 & 63.
17. Report of the Special Education Advisory Committee - page 64.
18. Report of the Transportation Committee - page 65.

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from officials re Vincent Massey School - pages 66-71.

1. Introduction: This document is a report on the results of the research conducted by the research team. The research was conducted in order to determine the effectiveness of the new software system. The results of the research are presented in the following sections.

2. Methodology: The research was conducted using a combination of qualitative and quantitative methods. The qualitative methods included interviews with users and experts, and the quantitative methods included surveys and experiments. The results of the research are presented in the following sections.

3. Results: The results of the research are presented in the following sections. The first section presents the results of the interviews with users and experts. The second section presents the results of the surveys and experiments. The third section presents the results of the analysis of the data.

4. Conclusion: The results of the research indicate that the new software system is effective. The system was found to be easy to use and to provide a high level of performance. The results of the research are presented in the following sections.

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from officials re Vincent Massey School - pages 66-71.

Mr. J. G. ...
Secretary of Education
100 King St. West
Toronto, Ontario
M5X 1C2

Dear Sir:

I have been directed by the District Executive to advise you of the decision of the Board of Education to approve the recommendation of the Director of Education regarding the proposed amalgamation of the Vincent Massey School and the St. Paul's School. The Board has decided to approve the recommendation of the Director of Education and to amalgamate the two schools effective September 1, 1971.

The Board has also decided to approve the recommendation of the Director of Education regarding the proposed amalgamation of the Vincent Massey School and the St. Paul's School. The Board has decided to approve the recommendation of the Director of Education and to amalgamate the two schools effective September 1, 1971.

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J. G. ...
President



ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

District 8 Office

1188 Barton Street East

Hamilton, Ontario L8H 2V7

June 14, 1988

Mr. A. Krever
Secretary & Director
Board of Education for the City of Hamilton
100 Main St. West
Hamilton, Ontario
L8N 3L2

JUN 17 1988

Dear Sir:

I have been directed by the District Executive to express to the trustees of the Hamilton Board of Education our concern over the new policy prohibiting smoking on Board property to be implemented in September.

As you are aware the previous policy adopted by the Board was developed after careful consultation with the various employee groups and was in accord with the District OSSTF policy that designated smoking areas be provided for employees. We appreciated the thoughtful and sensitive way in which that policy had been created, seeing it as a manifestation of the type of relationship which ought to exist between employer and employee.

The abrupt and ill-considered about face seems to us a very unfortunate decision. The many serious questions about enforcement of a total ban remains to be answered. The Federation is not prepared to stand by while its members are thrust into confrontations with fellow members, co-workers, the students and members of the general public who may inadvertently or deliberately fail to observe the new policy.

We also consider that, while a total ban within buildings may be supportable, the restriction on employees' smoking in the open air, is an arbitrary overriding of common-sense rights which we may wish to bring to arbitration through the grievance procedure.

It is the District's request that the Board reconsider their action and revert to the former policy. This would be in the best interests of all concerned.

Yours truly,

G. Price
President

GP:js
cc R. VanHorne

CHARTER SECONDARY SCHOOL TEACHERS' FEDERATION



June 10, 1964

Mr. J. Brown
Chairman of the Board
Board of Education for the City of Toronto
100 Bloor St. West
Toronto, Ontario
M5S 1A5

Dear Sir:

I have been informed by the Ontario Federation of Education that the Board of Education for the City of Toronto is considering the possibility of establishing a new secondary school in the area of the City of Toronto.

The new school is to be a secondary school, and is to be located in the area of the City of Toronto. The school is to be a secondary school, and is to be located in the area of the City of Toronto. The school is to be a secondary school, and is to be located in the area of the City of Toronto.

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J. Brown
Chairman of the Board



HAMILTON TEACHERS' FEDERATION

149 SANFORD AVENUE, HAMILTON, ONTARIO L8L 5Z4

1988 05 20

Mrs. Ruth Van Horne
Chairman
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Re: Smoking Policy

Dear Mrs. Van Horne:

Last night the Board passed a motion banning smoking on all Board property effective September 1, 1988. The issue has been a contentious one to say the least. While some people see this as an enlightened decision, others see it as retrograde and an infringement upon personal choice.

Whatever one's point of view, much will need to be done to implement the new policy effectively. Trustee Hicks got to the pith of the matter in dealing with the educational aspect of the issue. If one looks at the denotation of the word 'educate', it means 'to lead'. The Board, through its resources, must now lead the way in "(c) The provision of appropriate assistance and support to all employees who wish to become non-smokers" (OP-26 January 1988).

Focusing on the educational aspect and the provision of assistance will facilitate bringing about desired effects - smoke-free environments and the well-being of employees.

HTF would like to have the opportunity to participate in the selection, design and provision of programmes that would assist employees who wish to become non-smokers. We trust that, as in the past, we will be offered the opportunity to be of help.

Please feel free to contact us at your convenience on this matter.

Sincerely,

Peter D. Brown
HTF President

c.c.: K. Rielly, Associate Director of Education
W. Hicks, Trustee, Ward 8

HANALON TEACHERS' ASSOCIATION
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100 Main Street West
Hamilton, Ontario
1988 07 12

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: CHILD ABUSE PREVENTION PLAY "TOUCHING"

BACKGROUND

In September, 1987, a report was brought to the Board on a proposed child abuse prevention curriculum. It contained the following two recommendations which were approved:

1. That approval in principle be given to develop a child abuse prevention curriculum in co-operation with the two other boards of education in the region.
2. That our junior schools be permitted to schedule the proposed theatrical performance on child abuse prevention when it is available.

Progress is being made on the acquisition of grants for the development of the child abuse prevention curriculum. Planning with the other two boards for the development of the curriculum is also progressing well.

The play "Touching" was written, produced and presented by Toy Town Troupers with the support of the Community Child Abuse Council of Hamilton-Wentworth.

CURRENT SITUATION RE THE PLAY "TOUCHING"

Five performances have been completed at the schools designated in the five areas: Holbrook, Queen Mary, Hess, Hillsdale and Lisgar.

Some 1,800 students took part with 350 parents attending with them. Many brought kindergarten and junior kindergarten children to view the play. (See Brochure attached - Appendix A)

Initial surveys are most positive and the question most asked is "Are all the other schools going to see it as well?" (See Spectator article, [April 22, 1988] - Appendix B)

100 11th Street, N.E.
Atlanta, Georgia 30309
1999-10-11

To the President and Board of Directors
American Management Association
Washington, D.C. 20004

Dear Mr. Chairman:

RE: AMERICAN MANAGEMENT ASSOCIATION

Dear Mr. Chairman:

In September 1999, a letter was received from the American Management Association (AMA) regarding the National Labor Relations Board (NLRB) decision in *Beck*, 503 U.S. 263 (1992).

1. The AMA's letter to the NLRB is dated in August 1999. It contains a copy of the NLRB decision in *Beck*, 503 U.S. 263 (1992), and a copy of the NLRB's decision in *Beck*, 503 U.S. 263 (1992).

2. The AMA's letter to the NLRB is dated in August 1999. It contains a copy of the NLRB decision in *Beck*, 503 U.S. 263 (1992), and a copy of the NLRB's decision in *Beck*, 503 U.S. 263 (1992).

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4. The AMA's letter to the NLRB is dated in August 1999. It contains a copy of the NLRB decision in *Beck*, 503 U.S. 263 (1992), and a copy of the NLRB's decision in *Beck*, 503 U.S. 263 (1992).

RE: AMERICAN MANAGEMENT ASSOCIATION

5. The AMA's letter to the NLRB is dated in August 1999. It contains a copy of the NLRB decision in *Beck*, 503 U.S. 263 (1992), and a copy of the NLRB's decision in *Beck*, 503 U.S. 263 (1992).

6. The AMA's letter to the NLRB is dated in August 1999. It contains a copy of the NLRB decision in *Beck*, 503 U.S. 263 (1992), and a copy of the NLRB's decision in *Beck*, 503 U.S. 263 (1992).

7. The AMA's letter to the NLRB is dated in August 1999. It contains a copy of the NLRB decision in *Beck*, 503 U.S. 263 (1992), and a copy of the NLRB's decision in *Beck*, 503 U.S. 263 (1992).

The attached sheet (Appendix C) provides an overall review of questionnaires that were returned. It would appear that the play is meeting the objectives set by the Community Child Abuse Council - that students are becoming aware of good touching and bad touching.

THE PROPOSAL

- In order to present the play as economically as possible, it is proposed by Toy Town Troupers to present the play in 2 week cycles - three times during 1988-89.

October - 20 performances

January - 20 performances

April - 20 performances

The cost per performance would be \$300 (60 x \$300) = \$18,000.00

- We have 12 kits and manuals; additional kits would be purchased by Media Services as required.
- A research project, funded by Ministry of Community and Social Services and supervised by the University of Wilfred Laurier, Centre for Social Welfare Studies, is being considered; the three Boards of Hamilton-Wentworth may participate.
- Children's Aid Society will provide resource personnel for in-service programs with staff and during the presentation of the play.

RECOMMENDATION:

That the Board of Education for the City of Hamilton approve the presentation of the play "Touching", dealing with the prevention of physical and sexual abuse, to 65 primary/junior schools (grades one to grade 5/6) at the cost of \$300 per play.

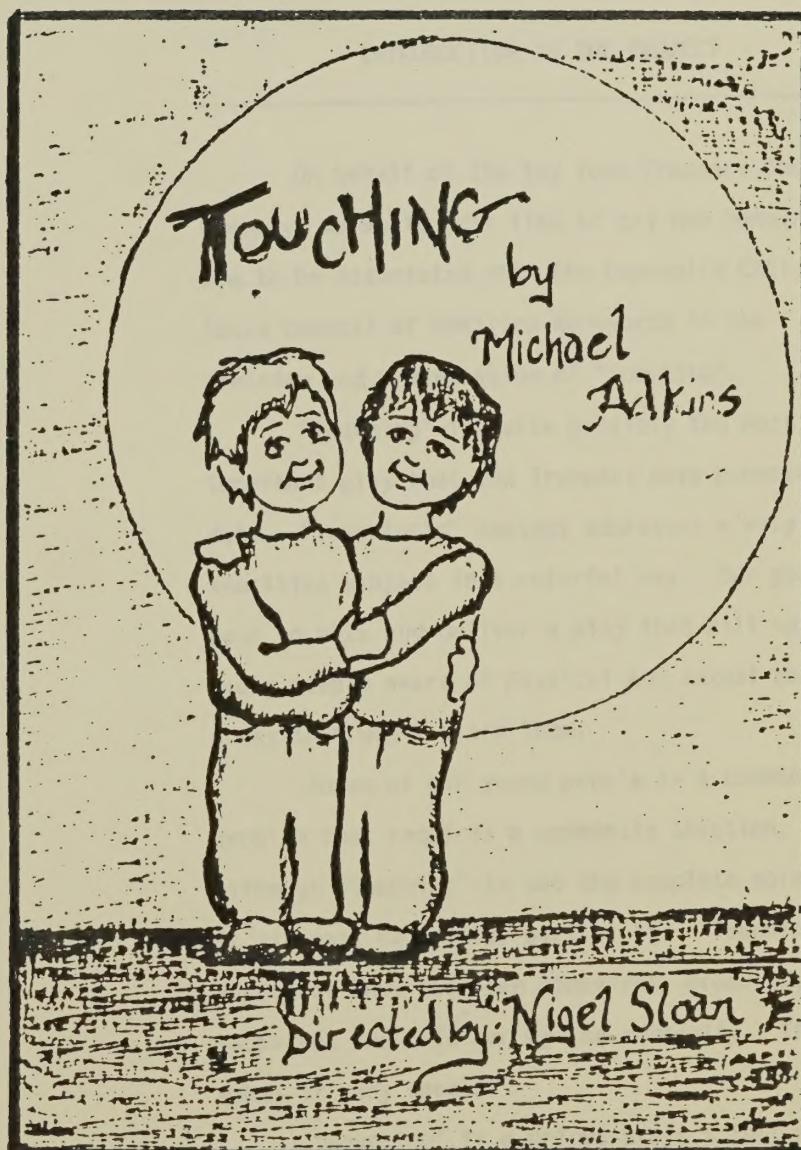
October, 1988	20 performances	\$ 6,000
January, 1989	20 performances	\$ 6,000
April, 1989	20 performances	<u>\$ 6,000</u>
		\$18,000

Prepared by: Joe Yurkiw, Assistant Superintendent, Special Services

Submitted by: Clare G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education and Secretary

APPENDIX A



A PLAY FOR CHILDREN ABOUT
THE PREVENTION OF SEXUAL ABUSE



THE TONGUE OF THE
TONGUE OF THE TONGUE

INTRODUCTION TO THE PROJECT

On behalf of the Toy Town Troupers Theatre Company, we would just like to say how honoured we are, to be associated with the Community Child Abuse Council of Hamilton-Wentworth in the creation and presentation of "Touching".

"Touching" is quite possibly the most important play that the Troupers have promoted to date. "Touching's" content addresses a very sensitive subject in a colorful way. Our goal has been to make and deliver a play that will make young people aware of physical and sexual abuse in a way that won't alarm them.

Abuse of our young people is a community problem that requires a community solution. Although "Touching" is not the complete solution, it is, most certainly, part of it. "Touching" is a project that has been conceived, produced, supported and paid for by the community. That makes it very special.

"Touching" is a unique project that we're especially proud of.

-- Stephanie Logothettis, Nigel Sloan
Artistic Directors, Toy Town Troupers Theatre
Company, Hamilton, Ontario



Community
Child Abuse Council
OF HAMILTON—WENTWORTH

The Community Child Abuse Council of Hamilton-Wentworth is a voluntary organization composed of senior administrators from local Hospitals, Boards of Education, and Social Agencies that deal with child abuse. The goals of the Council are to plan and implement prevention programs to reduce the incidence of child abuse, to identify unmet needs, to speak out on behalf of abused children and to educate the public in regard to child abuse.

In 1985, the Council identified the need for a sexual abuse prevention program in local schools. Two major goals were established: a long-term goal of encouraging all three local Boards of Education to develop a curriculum package to be implemented from Kindergarten to Grade 13 and a short-term goal of commissioning a children's play about sexual abuse that could be offered to schools on an immediate basis.

The Council is proud to be associated with the Toy Town Troupers and author, Michael Adkins, in the production of the play "Touching" which is being offered to schools, not only in Hamilton-Wentworth, but also in any Canadian community that cares enough to want to protect their children from sexual abuse.

The Council urges the public to show their support of the play and to encourage the use of it in their local schools.

Mark A. Ewer, Chairman
Community Child Abuse Council of
Hamilton-Wentworth



The University of Chicago Library is pleased to announce the acquisition of a new volume in the series "The History of the United States" by the late Professor [Name]. This volume, which is the first in the series, covers the period from the early years of the Republic to the Civil War. It is a comprehensive and authoritative work, and is highly recommended for all libraries and individuals interested in the history of the United States.

The volume is written in a clear and concise style, and is well illustrated with numerous maps and photographs. It is a valuable addition to the University of Chicago Library, and is available for loan to all members of the University community. The volume is also available for purchase at a special price for members of the University community.

The volume is a masterpiece of scholarship, and is a must-read for all students of American history. It is a work of great originality and insight, and is a testament to the author's lifelong dedication to the study of the United States. The volume is a valuable addition to the University of Chicago Library, and is highly recommended for all libraries and individuals interested in the history of the United States.

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THE UNIVERSITY OF CHICAGO
LIBRARY

THE CAST

ROXANNE CARRIERE Bweebie
 Gornica Glitch Grabber

CHRISTINE KIRK Alex

STEPHANIE LOGOTHETTIS Mimi Mime
 The Gentleman
 Gornica Glitch Grabber

KEVIN PRENTICE The Wall
 Friendly
 Orklesnork
 Uncle Leary
 Tickler
 Grumpin
 Gornica Glitch Grabber

PLACE A Park
 TIME Anytime

BIOGRAPHIES

MICHAEL C. ADKINS is a Hamilton author whose artistic endeavours range from poetry to theatre. In 1985, he published a very touching children's book on death and grieving called ORKNON WAS MY FRIEND which has been very well received. His strong interest in the more vulnerable members of society has led him to work with physically and mentally handicapped young people and currently, troubled adolescent Wards of the Children's Aid Society. TOUCHING is Michael's first play, although he has been actively involved in theatrical productions since his student years at McMaster. Next on his agenda is a children's play about war and violence which will be based on personal interviews with children in El Salvador, the Gaza Strip, South Africa, and Londonderry.

ROXANNE A.M. CARRIERE is a graduate from the Performance Studies Department at Sheridan College. Recently, she played "Merlana" in the Halton-Peel production of Journey From Amu. Other works include roles with the Merrickville Century Theatre. Roxanne is the only member

of the cast who has worked in Drywall, and is now enjoying her first show with the Troupers Theatre Company.

CHRISTINE KIRK has been active in theatre for the past five years, playing roles such as "Barbara Allen" in Dark of the Moon; "Anne" in All My Sons; and "Annie" in Annie Get Your Gun. She has been an instructor for Theatre Aquarius summer school and has done curriculum work integrating drama for Hamilton's Separate School Board. Her personal utopia will be a place where chocolate does not go to the hips.

KEVIN W. PRENTICE has been involved in theatre as an actor, director, designer and playwright for almost 20 years. His most recent acting credits include "Douglas" in the Equity Showcase Production of Mary Barnes; "Cletis" in Lone Star at the Edmonton Fringe Festival; "Ed" in Over Here, Over There, at the Orillia Opera House; "Pete" in Creeps at the Adelaide Court Theatre; and "Pistol" in The Merry Wives of Windsor at the Robert Gill Theatre. Kevin's training includes: specialized honours B.F.A. in Theatre Performance from York University; dance training with LeGroupe de LaPlace Royale and York University; film acting and directing with Carlton and York Universities.

STARS BEHIND THE SCENES

DIRECTOR/PRODUCER	Nigel Sloan
PLAYWRITE/LYRICIST	Michael Adkins
COSTUME DESIGNER	Eileen Earnshaw- Borghesan
BUSINESS MANAGER/PRODUCER	Stephanie Logothettis
MUSICIAN/SONGWRITER	Tim Hopkins
ASSISTANT TECHNICIAN	Darren Croft
ASSISTANT TECHNICIAN	Joe Nalepka
PROPS MASTER	Simon Croft
PROGRAM COVER DESIGNER	Christine Kirk
SECRETARY/MASK DESIGNER/ ASSISANT TO ALL	Dana Hough
CALLIGRAPHER	Shirley Forsyth
SET DESIGNER	Valerie Pettit

DONORS

LEVI STRAUSS COMPANY, BELL CANADA, ROBINSON CONE LTD., ADAM CLARK CO., KNIGHTS OF COLUMBUS, METRO HAMILTON REAL ESTATE BOARD, CAMCO LTD., PATTERSON'S FURNITURE, R.A. DENTON PIPE ORGAN BUILDERS, ROYAL CANADIAN LEGION, PASSWORD COMMUNICATIONS LTD., THE PRINTING HOUSE, THE CITY OF HAMILTON, ONTARIO ARTS COUNCIL, B&B HAMILTON FOUNDATION, MRS. IRENE HUNTER, BURNETT HARRISON.

DONORS IN KIND

CENTRAL & STRAND PRESS, CFMU, CHAM, CKOC, CKDS, CLASSIQUE JEWELLERS, DENEVA'S DOLLS, EASTGATE SQUARE, GRAND & TOY LTD., HAMILTON SPECTATOR, HAMILTON TIGER CATS FC., JACKSON SQUARE, QUEENSTON MALL, CANNOX LTD., SHERATON HOTEL, ROYAL CONNAUGHT HOTEL, THEATRE AQUARIUS, FOCUS THEATRE.

DONORS OF A SPECIAL KIND

COMMUNITY CHILD ABUSE COUNCIL OF HAMILTON-WENTWORTH, MR. ROBERT ELLISON OF HAMILTON PLACE, MR. BARRY ANDERSON -- STAGE MANAGER OF STUDIO THEATRE, MR. SHIA MOSER AND OVER THREE THOUSAND PEOPLE WHO PURCHASED RAFFLE TICKETS, FORTINO'S SUPERMARKET, HILL BRANDT WINES, XEROX.

Your contribution to the Community Child Abuse Council of Hamilton-Wentworth, P.O. Box 1107, Station "A", Hamilton, Ontario, L8N 4B9, will ensure the availability of this production to the children of Hamilton-Wentworth. Receipts for income tax purposes will be provided for donations over \$5.00.

THE FIRST PART OF THE
BOOK IS A HISTORY OF THE
CITY OF NEW YORK FROM
ITS FOUNDATION TO THE
PRESENT TIME. IT IS
A HISTORY OF THE CITY
AS IT HAS BEEN AND AS
IT IS. IT IS A HISTORY
OF THE CITY AS IT WAS
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HISTORY OF THE CITY
AS IT WAS AND AS IT IS.

THE FOURTH PART OF THE
BOOK IS A HISTORY OF THE
CITY OF NEW YORK FROM
ITS FOUNDATION TO THE
PRESENT TIME. IT IS
A HISTORY OF THE CITY
AS IT HAS BEEN AND AS
IT IS. IT IS A HISTORY
OF THE CITY AS IT WAS
AND AS IT IS. IT IS A
HISTORY OF THE CITY
AS IT WAS AND AS IT IS.

INQUIRIES ABOUT PERFORMANCES

For information about the cost and booking of performances, call or write the Troupers Theatre Company, 153½ King Street East, Hamilton, Ontario, L8N 1B1, (416) 527-1766.

N.B.: Certain contractual agreements about preparing the community, parents and teachers for the presentation of the play and also about the use of follow-up teaching aids are required by the Community Child Abuse Council of Hamilton-Wentworth who are sole owners of the play. All materials connected with the play are protected by copyright and cannot be used without the written consent of the Council and/or the author.

The Council can be contacted by mail at P.O. Box 1107, Station "A", Hamilton, Ontario, L8N 4B9.

THE HISTORY OF THE

the history of the world is a story of the struggle for power and the triumph of the strong over the weak. It is a story of the rise and fall of empires, of the growth of nations, and of the progress of civilization. It is a story of the human race, of its achievements, its failures, and its hopes.

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Troupers Theatre Company

In 1982, Stephanie Logothettis and Nigel Sloan formed the Toy Town Troupers Theatre Co. Inc. Both had been trained in various areas of theatre including dance, mime, classical, music and the business aspect of the theatre. They chose to focus their energies on theatre for young people because both had taken a keen interest in the area. (Incidentally, Stephanie and Nigel don't think that young people are necessarily 18 years and younger.) After their initial success, the Troupers decided to carry on. A second production led to another and another. Not only do they perform, they also write and involve themselves in every aspect of the production side of a project. Several times they have been called upon to do a variety of workshops for clients. Two years ago, the Troupers decided to branch away from the traditional themes in children's theatre and concentrate on writing plays that dealt with some of the contemporary problems facing young people. This transition proved to be another success.

In five short years, the "nice bunch of kids from Hamilton" grew into a theatre company able to present meaningful and entertaining plays to young people and their families. As the Troupers enter their sixth year, they will continue to grow. Hopefully, thousands more will be able to enjoy these unique performances.

We welcome your inquiries about presenting this play in other communities.

153 1/2 King Street East, Hamilton, Ontario L8N 1B1 (416) 527-1766

A Division of the Toy Town Troupers Theatre Company Incorporated

Imperial Electric Company

The Imperial Electric Company is a corporation organized under the laws of the State of California, and has as its principal office the City of San Francisco. The Company is engaged in the business of generating, transmitting and distributing electric energy, and is authorized to construct, own and operate electric power plants, transmission lines, substations and other facilities necessary for the production and distribution of electric energy. The Company is also authorized to sell and lease electric energy to other persons or corporations. The Company is a public utility and is subject to the regulation of the Public Utilities Commission of the State of California. The Company is a member of the California Electric Association and the Western Electric Association.

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Imperial Electric Company
San Francisco, California

Imperial Electric Company
San Francisco, California

They've got the touch

Hamilton actors' message gets to the heart of the matter for children

By SUZANNE MORRISON
The Spectator

GUELPH — Grade 5 children at Edward Johnson Public School said they felt reassured, comfortable, and informed after watching a performance of *Touching*, The Toy Town Troupers' new children's play about child abuse.

Through the playground experiences of 10-year-old Alex, the audience gets to know a variety of personalities who show the children what good touches and bad touches are like.

Briar Rupert, 11, said the play told her "nobody at all can touch your body unless you want them to."

For Vanessa Gopsill, 10, it just made her feel better. "I'm too little to say 'no' to an adult and now I think I can," she said.

Amberley Thompson, 11, said she once experienced a bad touch when she was in a crowd and didn't know what to do about it. Now she knows what her reactions should be, she said.

For 10-year-old Mandy Rogers, the play offered reassurance that she was right to tell her mother about a situation she was experiencing with a relative. "I didn't tell my mother for a long time," she said.

Pat Scollard, the children's teacher, said *Touching* is part of a personal safety program the children will be participating in for the next few weeks.

He said he didn't think the play would trigger false accusations from the children or make teachers hold back when an upset child needed an extra cuddle.

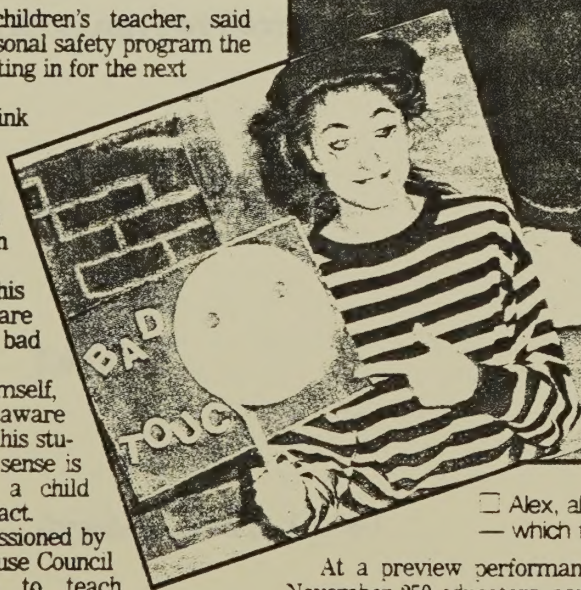
"The children in this school are pretty aware about good touch and bad touch," he said.

Speaking only for himself, he said a teacher is well aware of the personalities of all his students and only common sense is needed to know when a child needs more personal contact.

Touching was commissioned by the Community Child Abuse Council of Hamilton-Wentworth to teach child-abuse prevention to children.

The 50-minute play was written by Michael Adkins, a social worker who has based the situations in the play on some of the real-life experiences of children he knows.

Set in a playground, some of the uncomfortable situations Alex gets involved in include an uncle who asks Alex to touch his penis; Gornica Glitch Grabber who rushes noisily about pinching rear ends; Friendly, who lures children with candy and magic; Orklesnork, a well-meaning but physical overbearing lady who hugs too tightly; Tickles, a physical nuisance; and Grumpin, a punk bully.



Kaz Novak, The Spectator

□ Alex, above left, gets into an uncomfortable situation in the play *Touching* — which the young audience is told, inset, is a 'bad touch.'

At a preview performance in Hamilton last November 250 educators, parents, doctors and local politicians gave the play a standing ovation.

Over the last month, the Hamilton theatre troupe has performed the play in Guelph, Erin and Acton and local audiences will soon be able to see it.

The following is a list of performances, their locations, and dates.

- April 22, 11 a.m., Waterdown High School
- April 26, 10:45 a.m., Rousseau Public School, Ancaster
- May 3, 2 p.m., Hoibrook Public School, Hamilton
- May 5, 2 p.m., Queen Mary Public School, Hamilton

ilton

- May 6, 2 p.m., Hess Street Public School, Hamilton
- May 10, 2 p.m., Hillsdale Public School, Hamilton
- May 11, 9:30 a.m., Greenville Public School, Greenville
- May 11, 1 p.m., Janet Lee Public School, Hamilton
- May 12, 1:25 p.m., Memorial Public School, Stoney Creek
- May 13, 2 p.m., Lisgar Public School, Hamilton

Check One

Principal	<u>4</u>
Teacher	<u>45</u>
Parent	<u>8</u>
(Social Workers) Other	<u>4</u>
Total	<u>61</u>

"TOUCHING" SURVEY

The Following Survey will assist in any further directions regarding the format and theme of the play and kits.

- 1) Did the Play meet the objective: "To make young people aware of physical and sexual abuse - in a way that won't alarm them?"

Yes AllNo None

If No Why Not _____

- 2) Rate the Play using the following scale:

- a) Very Good
b) Good
c) Fair
d) Poor

	Scale	Comments
. Acting, Performers	A - <u>54</u> B - <u>7</u>	<u>Good Expression,</u> <u>Good Voices</u> <u>Acting Superb</u>
. Content	A - <u>40</u> B - <u>19</u> C - <u>2</u>	<u>- Less Intense</u> <u>Re: Bad Touches</u>
. Length	A - <u>25</u> B - <u>24</u> C - <u>11</u> D - <u>1</u>	<u>- Too Long For</u> <u>Younger Children</u>
. Grade Level (1-6)	A - <u>41</u> B - <u>17</u> C - <u>3</u>	<u>- Include Sr. Kdgtn.</u> <u>- Show twice primary, junior</u>
. Kits (Manual)	A - <u>34</u> B - <u>15</u> N/A - <u>12</u>	<u>Should be in Schools earlier</u>

cont.....

1. The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the City of New York, for the year 1911.

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The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the City of New York, for the year 1911.

Name	Address	Office
John A. B. Smith	123 Main St.	City Clerk
John A. B. Smith	123 Main St.	City Clerk
John A. B. Smith	123 Main St.	City Clerk
John A. B. Smith	123 Main St.	City Clerk
John A. B. Smith	123 Main St.	City Clerk
John A. B. Smith	123 Main St.	City Clerk
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John A. B. Smith	123 Main St.	City Clerk
John A. B. Smith	123 Main St.	City Clerk
John A. B. Smith	123 Main St.	City Clerk
John A. B. Smith	123 Main St.	City Clerk

3. How Would You Describe Student Reaction?

PAGE 15.

Very Good	<u>27</u>
Good	<u>29</u>
Fair	<u>5</u>
Poor	<u>0</u>

4. Future Suggestions, Concerns: _____ See Below

Please direct survey to the Principal or Adjustment Services
(Education Centre, 100 Main St., West, Hamilton, Ontario L8N 3L1)

- . make play shorter (10)
- * . we need more similar plays (5)
- . message lost in the "entertainment" (GGG & tickler) (5)
- * . don't make any changes - great as is (4)
- . need more scenes for good touching (3)
- . keep audience small (3)
- . opens up old wounds (2)
- . no mention at "parents" one could trust (2)
- . use microphone for voices (2)
- * . pleased how children reacted (2)
- * . more parents should see the play (2)
- . should the "Bag Lady" be the one to portray "trust". (2)
- . clearer communication: pause for quiet instead of shouting
- . too di-ficult for younger to understand
- . offended by the use of the name "Alex"
- . offended by eliciting negative response to "Uncle"
- . concerned as a father that "tickler" will cause confusion in child's mind
- * . need a similar play in middle school
- . need more time to follow-up a.m. performance preferred
- . why was not "friendly" reported to authorities
- * . having C.A.S. as resource appreciated
- . difficult to sit on the floor for an hour
- . list presenters on stage or risers so all could see
- * . manual extremely helpful

Very Good	1
Good	2
Fair	3
Poor	4

2. Please indicate the following:

Yes/No

Please indicate the following: 100% (Yes), 75% (Yes), 50% (Yes), 25% (Yes), 0% (No)

- 1. I am a very good person.
- 2. I am a good person.
- 3. I am a fair person.
- 4. I am a poor person.
- 5. I am a very poor person.
- 6. I am a very bad person.
- 7. I am a bad person.
- 8. I am a fair person.
- 9. I am a good person.
- 10. I am a very good person.
- 11. I am a very bad person.
- 12. I am a bad person.
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- 94. I am a good person.
- 95. I am a very good person.
- 96. I am a very bad person.
- 97. I am a bad person.
- 98. I am a fair person.
- 99. I am a good person.
- 100. I am a very good person.

1988 07 12.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Short Term Investments report for June 1988.

REVENUE FUND

Interest earned to date in 1988 amounts to \$104,567 vs \$(9,971) in 1987. Accrued interest earnings for the year are estimated at \$390,000 vs \$364,666 earned in 1987.

CAPITAL RESERVE FUND

Interest earned to date in 1988 amounts to \$283,599 vs \$226,360 in 1987. Accrued interest earnings for the year are estimated at \$490,000 vs \$496,108 earned in 1987.

RETIREMENT GRATUITY RESERVE FUND

Interest earned to date in 1988 amounts to \$293,902 vs \$258,675 in 1987. Accrued interest earnings for the year are estimated at \$530,000 vs \$555,724 earned in 1987.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

The first part of the report is devoted to a description of the work done during the last year. It is divided into two main sections, one dealing with the work done in the laboratory and the other with the work done in the field.

The work done in the laboratory is described in the first section. It is divided into two main parts, one dealing with the work done in the laboratory and the other with the work done in the field.

Work done in the laboratory

The work done in the laboratory is described in the first section. It is divided into two main parts, one dealing with the work done in the laboratory and the other with the work done in the field.

Work done in the field

The work done in the field is described in the second section. It is divided into two main parts, one dealing with the work done in the field and the other with the work done in the laboratory.

Conclusions

The conclusions of the report are given in the third section. They are based on the work done in the laboratory and in the field.

The work done in the laboratory is described in the first section.

The work done in the field is described in the second section.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE MONTH OF JUNE, 1988

PAGE 15B.

REVENUE FUND

	<u>BANK</u>	<u>AMOUNT</u> \$	<u>TERM</u> Month-Day to Month-Day	<u>RATE</u> %	<u>INTEREST</u>	
					<u>EXPECTED</u> \$	<u>THIS MONTH</u> \$
<u>REVENUE FUND</u>						
<u>MATURITIES</u>						
	BNS-t	100,000	05 27 - 06 06	8.00	219	132
	BNS-t	300,000	05 27 - 06 08	8.00	789	526
	TD-t	100,000	06 02 - 06 08	9.00	148	148
	BNS-t	860,000	05 27 - 06 09	8.00	2,450	1,696
	TD-t	100,000	06 02 - 06 09	9.00	173	173
	BNS-t	440,000	05 27 - 06 10	8.00	1,350	964
	TD-t	3,900,000	06 02 - 06 10	9.00	7,693	7,693
	TD-t	200,000	06 02 - 06 13	8.875	535	535
	TD-t	550,000	06 02 - 06 15	8.875	1,739	1,739
	BNS-t	100,000	06 02 - 06 17	8.50	349	349
	BNS-t	150,000	06 02 - 06 20	8.50	629	629
	BNS-t	250,000	06 02 - 06 23	8.50	1,223	1,223
	TD-t	100,000	06 10 - 06 23	8.50	303	303
	BNS-t	600,000	06 16 - 06 23	8.25	949	949
	BNS-t	250,000	06 16 - 06 24	8.25	452	452
	BNS-t	450,000	06 16 - 06 27	8.25	1,119	1,119
	BNS-t	350,000	06 23 - 06 27	8.50	326	326
	BNS-t	1,330,000	06 16 - 06 30	8.75	4,464	4,464

TOTAL REVENUE \$ 10,130,000
 FUND MATURITIES =====

REVENUE FUND
INVENTORY

BNS-t	330,000	06 16 - 07 04	8.75	1,424	1,108
BNS-t	720,000	06 16 - 07 07	8.75	3,625	2,416
BNS-t	1,820,000	06 16 - 07 11	9.10	11,344	6,353
TD-t	<u>2,475,000</u>	06 28 - 07 11	8.75	7,713	<u>1,187</u>

TOTAL REVENUE \$5,345,000
 FUND INVENTORY =====

REVENUE FUND INTEREST EARNED THIS MONTH \$ 34,484

REVENUE FUND INTEREST EARNED THIS YEAR \$104,888

LESS: JUNE INTEREST EXPENSE - CAPITAL FUND (321)

TOTAL REVENUE FUND INTEREST EARNED
 TO DATE \$104,567
 =====

BNS = Bank of Nova Scotia t = term deposit
 BC = Bank of Commerce m = mortgage
 BM = Bank of Montreal
 RB = Royal Bank
 TD = Toronto Dominion

1988 07 12

THE STATE OF NEW YORK
IN SENATE
January 10, 1900.

REPORT OF THE
COMMISSIONER OF THE LAND OFFICE

Year	Area	Value	Notes
1899	1,000	\$100,000	
1898	1,000	\$100,000	
1897	1,000	\$100,000	
1896	1,000	\$100,000	
1895	1,000	\$100,000	
1894	1,000	\$100,000	
1893	1,000	\$100,000	
1892	1,000	\$100,000	
1891	1,000	\$100,000	
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1807	1,000	\$100,000	
1806	1,000	\$100,000	
1805	1,000	\$100,000	
1804	1,000	\$100,000	
1803	1,000	\$100,000	
1802	1,000	\$100,000	
1801	1,000	\$100,000	
1800	1,000	\$100,000	

TOTAL AMOUNT \$100,000,000
TOTAL INTEREST \$100,000,000

REVENUE FROM
LAND OFFICE

Year	Area	Value	Notes
1899	1,000	\$100,000	
1898	1,000	\$100,000	
1897	1,000	\$100,000	
1896	1,000	\$100,000	
1895	1,000	\$100,000	
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1850	1,000	\$100,000	
1849	1,000	\$100,000	
1848	1,000	\$100,000	
1847	1,000	\$100,000	
1846	1,000	\$100,000	
1845	1,000	\$100,000	
1844	1,000	\$100,000	
1843	1,000	\$100,000	
1842	1,000	\$100,000	
1841	1,000	\$100,000	
1840	1,000	\$100,000	
1839	1,000	\$100,000	
1838	1,000	\$100,000	
1837	1,000	\$100,000	
1836	1,000	\$100,000	
1835	1,000	\$100,000	
1834	1,000	\$100,000	
1833	1,000	\$100,000	
1832	1,000	\$100,000	
1831	1,000	\$100,000	
1830	1,000	\$100,000	
1829	1,000	\$100,000	
1828	1,000	\$100,000	
1827	1,000	\$100,000	
1826	1,000	\$100,000	
1825	1,000	\$100,000	
1824	1,000	\$100,000	
1823	1,000	\$100,000	
1822	1,000	\$100,000	
1821	1,000	\$100,000	
1820	1,000	\$100,000	
1819	1,000	\$100,000	
1818	1,000	\$100,000	
1817	1,000	\$100,000	
1816	1,000	\$100,000	
1815	1,000	\$100,000	
1814	1,000	\$100,000	
1813	1,000	\$100,000	
1812	1,000	\$100,000	
1811	1,000	\$100,000	
1810	1,000	\$100,000	
1809	1,000	\$100,000	
1808	1,000	\$100,000	
1807	1,000	\$100,000	
1806	1,000	\$100,000	
1805	1,000	\$100,000	
1804	1,000	\$100,000	
1803	1,000	\$100,000	
1802	1,000	\$100,000	
1801	1,000	\$100,000	
1800	1,000	\$100,000	

TOTAL AMOUNT \$100,000,000
TOTAL INTEREST \$100,000,000

REVENUE FROM LAND OFFICE
The following table shows the revenue from the land office for the year 1899. The revenue is divided into two parts: the first part is the revenue from the sale of land, and the second part is the revenue from the interest on the land. The total revenue is \$100,000,000.

REVENUE FROM LAND OFFICE
The following table shows the revenue from the land office for the year 1899. The revenue is divided into two parts: the first part is the revenue from the sale of land, and the second part is the revenue from the interest on the land. The total revenue is \$100,000,000.

PORTFOLIO SUMMARY (Continued)

CAPITAL RESERVE FUND

	<u>BANK</u>	<u>PANEL</u>	<u>AMOUNT</u>	<u>TERM</u>	<u>RATE</u>	<u>INTEREST</u>	
			\$	Month-Day to Month-Day	%	EXPECTED	THIS MONTH
						\$	\$
CAPITAL FUND	BNS-m	E	165,000	05 02 - 06 09	8.30	1,426	338
<u>MATURITIES</u>	BM-m	E	1,535,000	05 10 - 06 10	8.50	11,081	3,575
	BM-m	S	423,000	05 10 - 06 10	8.50	3,054	985
	BNS-m	E	340,000	05 13 - 06 10	8.30	2,165	773
	TD-t	S	303,000	05 16 - 06 10	8.625	1,790	756
	BNS-t	S	285,000	05 24 - 06 15	8.00	1,374	937
	BNS-m	E	302,000	05 25 - 06 23	8.25	1,980	1,570
	BNS-t	S	373,000	05 27 - 06 24	8.50	2,432	2,085
	BNS-t	E	646,000	05 27 - 06 30	8.50	5,115	4,513

TOTAL CAPITAL \$4,372,000
FUND MATURITIES =====

CAPITAL FUND

BNS-m	S	573,000	05 30 - 07 08	8.50	5,204	4,003
BNS-m	S	784,000	05 31 - 07 08	8.55	6,979	5,509
BNS-m	S	1,084,000	06 02 - 07 11	8.65	10,019	7,193
BM-m	E	163,000	06 09 - 07 25	9.00	1,849	844
BM-m	S	731,000	06 10 - 07 22	8.90	7,486	3,565
BM-m	E	1,888,000	06 10 - 07 25	8.90	20,716	9,207
BNS-m	S	285,000	06 15 - 08 15	8.90	4,239	1,042
BNS-t	E	230,000	06 23 - 08 15	9.00	3,006	397
BM-m	S	257,000	06 24 - 08 15	9.00	3,295	380
BNS-t	E	644,000	06 27 - 08 15	8.875	7,673	470
BNS-m	E	651,000	06 30 - 08 15	8.75	7,179	---

TOTAL CAPITAL \$7,290,000
FUND INVENTORY =====

CAPITAL FUND INTEREST EARNED THIS MONTH \$ 48,142

CAPITAL FUND INTEREST EARNED THIS YEAR \$283,278

PLUS: INTEREST ON FUNDS LOANED TO
REVENUE FUND JUNE 321

TOTAL CAPITAL FUND INTEREST EARNED
TO DATE \$283,599
=====

BNS = Bank of Nova Scotia
BC = Bank of Commerce
BM = Bank of Montreal
RB = Royal Bank
TD = Toronto Dominion

t = term deposit
m = mortgage
p = properties

E = Elementary
S = Secondary

Table 1: Summary of Data

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Q1	1.2	1.5	1.8	2.1	2.4	2.7	3.0	3.3	3.6	3.9	4.2
Q2	1.5	1.8	2.1	2.4	2.7	3.0	3.3	3.6	3.9	4.2	4.5
Q3	1.8	2.1	2.4	2.7	3.0	3.3	3.6	3.9	4.2	4.5	4.8
Q4	2.1	2.4	2.7	3.0	3.3	3.6	3.9	4.2	4.5	4.8	5.1
Q5	2.4	2.7	3.0	3.3	3.6	3.9	4.2	4.5	4.8	5.1	5.4
Q6	2.7	3.0	3.3	3.6	3.9	4.2	4.5	4.8	5.1	5.4	5.7
Q7	3.0	3.3	3.6	3.9	4.2	4.5	4.8	5.1	5.4	5.7	6.0
Q8	3.3	3.6	3.9	4.2	4.5	4.8	5.1	5.4	5.7	6.0	6.3
Q9	3.6	3.9	4.2	4.5	4.8	5.1	5.4	5.7	6.0	6.3	6.6
Q10	3.9	4.2	4.5	4.8	5.1	5.4	5.7	6.0	6.3	6.6	6.9
Q11	4.2	4.5	4.8	5.1	5.4	5.7	6.0	6.3	6.6	6.9	7.2
Q12	4.5	4.8	5.1	5.4	5.7	6.0	6.3	6.6	6.9	7.2	7.5
Q13	4.8	5.1	5.4	5.7	6.0	6.3	6.6	6.9	7.2	7.5	7.8
Q14	5.1	5.4	5.7	6.0	6.3	6.6	6.9	7.2	7.5	7.8	8.1
Q15	5.4	5.7	6.0	6.3	6.6	6.9	7.2	7.5	7.8	8.1	8.4
Q16	5.7	6.0	6.3	6.6	6.9	7.2	7.5	7.8	8.1	8.4	8.7
Q17	6.0	6.3	6.6	6.9	7.2	7.5	7.8	8.1	8.4	8.7	9.0
Q18	6.3	6.6	6.9	7.2	7.5	7.8	8.1	8.4	8.7	9.0	9.3
Q19	6.6	6.9	7.2	7.5	7.8	8.1	8.4	8.7	9.0	9.3	9.6
Q20	6.9	7.2	7.5	7.8	8.1	8.4	8.7	9.0	9.3	9.6	9.9
Q21	7.2	7.5	7.8	8.1	8.4	8.7	9.0	9.3	9.6	9.9	10.2
Q22	7.5	7.8	8.1	8.4	8.7	9.0	9.3	9.6	9.9	10.2	10.5
Q23	7.8	8.1	8.4	8.7	9.0	9.3	9.6	9.9	10.2	10.5	10.8
Q24	8.1	8.4	8.7	9.0	9.3	9.6	9.9	10.2	10.5	10.8	11.1
Q25	8.4	8.7	9.0	9.3	9.6	9.9	10.2	10.5	10.8	11.1	11.4
Q26	8.7	9.0	9.3	9.6	9.9	10.2	10.5	10.8	11.1	11.4	11.7
Q27	9.0	9.3	9.6	9.9	10.2	10.5	10.8	11.1	11.4	11.7	12.0
Q28	9.3	9.6	9.9	10.2	10.5	10.8	11.1	11.4	11.7	12.0	12.3
Q29	9.6	9.9	10.2	10.5	10.8	11.1	11.4	11.7	12.0	12.3	12.6
Q30	9.9	10.2	10.5	10.8	11.1	11.4	11.7	12.0	12.3	12.6	12.9
Q31	10.2	10.5	10.8	11.1	11.4	11.7	12.0	12.3	12.6	12.9	13.2
Q32	10.5	10.8	11.1	11.4	11.7	12.0	12.3	12.6	12.9	13.2	13.5
Q33	10.8	11.1	11.4	11.7	12.0	12.3	12.6	12.9	13.2	13.5	13.8
Q34	11.1	11.4	11.7	12.0	12.3	12.6	12.9	13.2	13.5	13.8	14.1
Q35	11.4	11.7	12.0	12.3	12.6	12.9	13.2	13.5	13.8	14.1	14.4
Q36	11.7	12.0	12.3	12.6	12.9	13.2	13.5	13.8	14.1	14.4	14.7
Q37	12.0	12.3	12.6	12.9	13.2	13.5	13.8	14.1	14.4	14.7	15.0
Q38	12.3	12.6	12.9	13.2	13.5	13.8	14.1	14.4	14.7	15.0	15.3
Q39	12.6	12.9	13.2	13.5	13.8	14.1	14.4	14.7	15.0	15.3	15.6
Q40	12.9	13.2	13.5	13.8	14.1	14.4	14.7	15.0	15.3	15.6	15.9
Q41	13.2	13.5	13.8	14.1	14.4	14.7	15.0	15.3	15.6	15.9	16.2
Q42	13.5	13.8	14.1	14.4	14.7	15.0	15.3	15.6	15.9	16.2	16.5
Q43	13.8	14.1	14.4	14.7	15.0	15.3	15.6	15.9	16.2	16.5	16.8
Q44	14.1	14.4	14.7	15.0	15.3	15.6	15.9	16.2	16.5	16.8	17.1
Q45	14.4	14.7	15.0	15.3	15.6	15.9	16.2	16.5	16.8	17.1	17.4
Q46	14.7	15.0	15.3	15.6	15.9	16.2	16.5	16.8	17.1	17.4	17.7
Q47	15.0	15.3	15.6	15.9	16.2	16.5	16.8	17.1	17.4	17.7	18.0
Q48	15.3	15.6	15.9	16.2	16.5	16.8	17.1	17.4	17.7	18.0	18.3
Q49	15.6	15.9	16.2	16.5	16.8	17.1	17.4	17.7	18.0	18.3	18.6
Q50	15.9	16.2	16.5	16.8	17.1	17.4	17.7	18.0	18.3	18.6	18.9
Q51	16.2	16.5	16.8	17.1	17.4	17.7	18.0	18.3	18.6	18.9	19.2
Q52	16.5	16.8	17.1	17.4	17.7	18.0	18.3	18.6	18.9	19.2	19.5
Q53	16.8	17.1	17.4	17.7	18.0	18.3	18.6	18.9	19.2	19.5	19.8
Q54	17.1	17.4	17.7	18.0	18.3	18.6	18.9	19.2	19.5	19.8	20.1
Q55	17.4	17.7	18.0	18.3	18.6	18.9	19.2	19.5	19.8	20.1	20.4
Q56	17.7	18.0	18.3	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7
Q57	18.0	18.3	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0
Q58	18.3	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0	21.3
Q59	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0	21.3	21.6
Q60	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0	21.3	21.6	21.9
Q61	19.2	19.5	19.8	20.1	20.4	20.7	21.0	21.3	21.6	21.9	22.2
Q62	19.5	19.8	20.1	20.4	20.7	21.0	21.3	21.6	21.9	22.2	22.5
Q63	19.8	20.1	20.4	20.7	21.0	21.3	21.6	21.9	22.2	22.5	22.8
Q64	20.1	20.4	20.7	21.0	21.3	21.6	21.9	22.2	22.5	22.8	23.1
Q65	20.4	20.7	21.0	21.3	21.6	21.9	22.2	22.5	22.8	23.1	23.4
Q66	20.7	21.0	21.3	21.6	21.9	22.2	22.5	22.8	23.1	23.4	23.7
Q67	21.0	21.3	21.6	21.9	22.2	22.5	22.8	23.1	23.4	23.7	24.0
Q68	21.3	21.6	21.9	22.2	22.5	22.8	23.1	23.4	23.7	24.0	24.3
Q69	21.6	21.9	22.2	22.5	22.8	23.1	23.4	23.7	24.0	24.3	24.6
Q70	21.9	22.2	22.5	22.8	23.1	23.4	23.7	24.0	24.3	24.6	24.9
Q71	22.2	22.5	22.8	23.1	23.4	23.7	24.0	24.3	24.6	24.9	25.2
Q72	22.5	22.8	23.1	23.4	23.7	24.0	24.3	24.6	24.9	25.2	25.5
Q73	22.8	23.1	23.4	23.7	24.0	24.3	24.6	24.9	25.2	25.5	25.8
Q74	23.1	23.4	23.7	24.0	24.3	24.6	24.9	25.2	25.5	25.8	26.1
Q75	23.4	23.7	24.0	24.3	24.6	24.9	25.2	25.5	25.8	26.1	26.4
Q76	23.7	24.0	24.3	24.6	24.9	25.2	25.5	25.8	26.1	26.4	26.7
Q77	24.0	24.3	24.6	24.9	25.2	25.5	25.8	26.1	26.4	26.7	27.0
Q78	24.3	24.6	24.9	25.2	25.5	25.8	26.1	26.4	26.7	27.0	27.3
Q79	24.6	24.9	25.2	25.5	25.8	26.1	26.4	26.7	27.0	27.3	27.6
Q80	24.9	25.2	25.5	25.8	26.1	26.4	26.7	27.0	27.3	27.6	27.9
Q81	25.2	25.5	25.8	26.1	26.4	26.7	27.0	27.3	27.6	27.9	28.2
Q82	25.5	25.8	26.1	26.4	26.7	27.0	27.3	27.6	27.9	28.2	28.5
Q83	25.8	26.1	26.4	26.7	27.0	27.3	27.6	27.9	28.2	28.5	28.8
Q84	26.1	26.4	26.7	27.0	27.3	27.6	27.9	28.2	28.5	28.8	29.1
Q85	26.4	26.7	27.0	27.3	27.6	27.9	28.2	28.5	28.8	29.1	29.4
Q86	26.7	27.0	27.3	27.6	27.9	28.2	28.5	28.8	29.1	29.4	29.7
Q87	27.0	27.3	27.6	27.9	28.2	28.5	28.8	29.1	29.4	29.7	30.0
Q88	27.3	27.6	27.9	28.2	28.5	28.8	29.1	29.4	29.7	30.0	30.3
Q89	27.6	27.9	28.2	28.5	28.8	29.1	29.4	29.7	30.0	30.3	30.6
Q90	27.9	28.2	28.5	28.8	29.1	29.4	29.7	30.0	30.3	30.6	30.9
Q91	28.2	28.5	28.8	29.1	29.4	29.7	30.0	30.3	30.6	30.9	31.2
Q92	28.5	28.8	29.1	29.4	29.7	30.0	30.3	30.6	30.9	31.2	31.5
Q93	28.8	29.1	29.4	29.7	30.0	30.3	30.6	30.9	31.2	31.5	31.8
Q94	29.1	29.4	29.7	30.0	30.3	30.6	30.9	31.2	31.5	31.8	32.1
Q95	29.4	29.7	30.0	30.3	30.6	30.9	31.2	31.5	31.8	32.1	32.4
Q96	29.7	30.0	30.3	30.6	30.9	31.2	31.5	31.8	32.1	32.4	32.7
Q97	30.0	30.3	30.6	30.9	31.2	31.5	31.8	32.1	32.4	32.7	33.0
Q98	30.3	30.6	30.9	31.2	31.5	31.8	32.1	32.4	32.7	33.0	33.3
Q99	30.6	30.9	31.2	31.5	31.8	32.1	32.4	32.7	33.0	33.3	33.6
Q100	30.9	31.2	31.5	31.8	32.1	32.4	32.7	33.0	33.3	33.6	33.9

Source: Author's calculations based on data from the U.S. Bureau of Economic Analysis, Bureau of Labor Statistics, and Bureau of Census.

Table 2: Summary of Data

2017-18	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	400.0	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PORTFOLIO SUMMARY (Continued)

RETIREMENT GRATUITY RESERVE FUND

		<u>AMOUNT</u>	<u>TERM</u>	<u>RATE</u>	<u>INTEREST</u>	
		\$	Month-Day to Month-Day	%	<u>EXPECTED</u>	<u>THIS MONTH</u>
					\$	\$
<u>RESERVE FUND</u>						
<u>MATURITIES</u>	BNS-m	197,000	04 18 - 06 01	8.25	1,959	45
	BNS-m	286,000	04 26 - 06 01	8.25	2,327	65
	BM-m	628,000	04 29 - 06 09	8.50	5,996	1,316
	BM-m	453,000	05 10 - 06 10	8.50	3,270	1,055
	TD-t	677,000	05 16 - 06 10	8.625	3,999	1,600
	BNS-m	150,000	05 19 - 06 13	8.30	853	443
	BNS-t	350,000	05 24 - 06 15	8.00	1,688	1,151
TOTAL RESERVE		\$2,741,000				
FUND MATURITIES		=====				

<u>RESERVE FUND</u>	BM-m	605,000	05 26 - 07 04	8.50	5,495	4,227
<u>INVENTORY</u>	BNS-t	2,000,000	05 27 - 07 04	8.50	17,699	13,973
	BNS-t	1,130,000	05 27 - 07 08	8.50	11,052	7,895
	BNS-m	687,000	05 31 - 07 11	8.55	6,598	4,828
	BNS-m	487,000	06 01 - 07 15	8.55	5,019	3,308
	BM-m	635,000	06 09 - 07 15	9.00	5,637	3,288
	BM-m	1,136,000	06 10 - 08 15	9.00	18,487	5,602
	BNS-m	150,000	06 13 - 08 15	8.85	2,291	618
	BNS-m	353,000	06 15 - 08 15	8.90	5,251	1,291
TOTAL RESERVE		\$7,183,000				
FUND INVENTORY		=====				
			RESERVE FUND INTEREST EARNED THIS MONTH		\$ 50,705	
			RESERVE FUND INTEREST EARNED THIS YEAR		\$293,902	=====

TOTAL PORTFOLIO	\$19,818,000		TOTAL PORTFOLIO INTEREST EARNED THIS MONTH	\$133,331
	=====			=====
			TOTAL PORTFOLIO INTEREST EARNED THIS YEAR	\$682,068
				=====
			TOTAL PORTFOLIO INTEREST TO DATE 1987	\$475,064
				=====
			TOTAL INTEREST EARNED INCREASE (DECREASE) OVER 1987	\$207,004
				=====

1988 07 12.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Cash Flow report as at 1988 06 30. This report is based upon the approved budget of \$201,125,211.

REVENUE FUND

Cash receipts are forecasted as follows by source:

Levy receipts from the City of Hamilton are according to the City's letter of 1988 05 16.

Grant receipts from the Province of Ontario are also received according to their letter of 1987 12 23.

Cash receipts of miscellaneous revenues are estimated in accordance with last year's experience.

Expenditures have been planned in accordance with expectations based upon the approved 1988 Budget.

CAPITAL RESERVE FUND

The major Capital fund receipts for 1988 are investment interest earnings, Direct Capital Grants (Vanier), Site Sales, and a transfer from the Revenue Fund.

The major Capital fund expenditures for 1988 are G. P. Vanier/MacPhail, R. A. Riddell, G. R. Allan, New Junior School, Burkholder, and Year 1 of the Renovation Program.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTONR E V E N U E F U N D1988 CASH FLOW(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH</u>	<u>BALANCE</u>	<u>INVESTED IN</u>	<u>OTHER & (BORROWED)</u>
			<u>IN (OUT)</u>	<u>AVAILABLE</u>	<u>PORTFOLIO</u>	
<u>ACTUAL</u>						
Balance Forward 1988 01 01				\$ 10,865	11,020	(155) -
January	13,219	15,803	(2,584)	8,281	8,505	(224) -
February	13,218	18,696	(5,478)	2,803	2,730	73
March	12,882	17,989	(5,107)	(2,304)	-	(19) (2,285)
April	16,896	17,528	(632)	(2,936)	-	171 (3,107)
May	23,181	18,961	4,220	1,284	1,700	44 (460)
June	22,266	18,272	3,994	5,278	5,345	(67) -
<u>FORECAST</u>						
July	17,836	12,732	5,104	10,382	10,382	- -
August	11,897	6,380	5,517	15,899	15,899	- -
September	15,694	16,321	(627)	15,272	15,272	- -
October	15,507	20,743	(5,236)	10,036	10,036	- -
November	15,307	19,431	(4,124)	5,912	5,912	- -
December	<u>21,695</u>	<u>20,278</u>	1,417	7,329	7,329	- -
TOTAL	<u>\$199,598</u> =====	<u>\$203,134</u> =====				

1988 07 12

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON1988 PROJECTED CASH FLOWREVENUES (000'S)

<u>MONTH</u>	<u>MUNICIPAL TAX LEVY</u>	<u>LEGISLATIVE GRANTS</u>	<u>MISCELLANEOUS</u>	<u>TOTAL</u>
<u>ACTUAL</u>				
January	\$ 8,719	3,294	1,206	13,219
February	8,725	3,398	1,095	13,218
March	8,358	3,529	995	12,882
April	8,535	6,021	2,340	16,896
May	9,714	8,345	5,122	23,181
June	9,908	11,123	1,235	22,266
<u>FORECAST</u>				
July	9,702	6,769	1,365	17,836
August	9,908	1,289	700	11,897
September	9,895	4,899	900	15,694
October	9,908	4,899	700	15,507
November	9,908	4,899	500	15,307
December	<u>16,031*</u>	<u>4,964</u>	<u>700</u>	<u>21,695</u>
TOTAL	\$119,311 =====	\$ 63,429 =====	\$ 16,858 =====	\$199,598 =====

* Includes payments in lieu, telephone and telegraph, and supplementary taxes.

1988 07 12

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PAGE 15H.

C A P I T A L R E S E R V E F U N D1988 CASH FLOW(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH</u> <u>IN (OUT)</u>	<u>BALANCE</u> <u>AVAILABLE</u>	<u>INVESTED IN</u> <u>PORTFOLIO</u>	<u>OTHER & LOANED</u>
<u>ACTUAL</u>						
Balance Forward 1988 01 01				\$ 7,115	7,109	6 -
January	\$ 43	44	(1)	7,114	7,109	5 -
February	62	218	(156)	6,958	6,955	3 -
March	78	279	(201)	6,757	6,101	6 650
April	110	308	(198)	6,559	5,873	8 678
May	72	438	(366)	6,193	5,729	4 460
June	1,296	193	1,103	7,296	7,290	6 -
<u>FORECAST</u>						
July	628	662	(34)	7,262	262	- -
August	25	768	(743)	6,519	6,519	- -
September	505	676	(171)	6,348	6,348	- -
October	1,055	431	624	6,972	6,972	- -
November	30	437	(407)	6,565	6,565	- -
December	<u>295</u>	<u>394</u>	(99)	6,466	6,466	- -
TOTAL	\$ 4,199 =====	\$ 4,848 =====				

1988 07 12

GLASS, VANDALISM AND BURGLARY REPORT

1986

1987

Month	Glass	Vandalism	Burglary	Month	Glass	Vandalism	Burglary
January	\$ 6,248.56	\$ 584.00	\$ 1,035.72	January	\$5,702.56	\$1,345.75	\$2,261.70
February	9,231.29	308.12	1,707.32	February	9,708.54	1,598.54	2,659.60
March	14,535.69	7,478.91	2,514.00	March	8,124.43	3,255.50	4,168.82
April	11,634.26	1,594.50	3,449.83	April	14,898.70	5,885.75	1,659.13
May	11,634.25	1,824.00	6,883.57	May	12,533.79	20,926.65	3,768.70
June	21,319.06	540.00	3,477.66	June	17,047.67	1,344.83	2,658.45
July	11,823.11	120.00	3,808.94	July	17,073.54	-	393.55
August	11,020.35	34.78	3,748.32	August	14,458.32	180.00	438.00
September	19,401.20	37,471.53	591.73	September	10,094.76	750.99	3,691.23
October	12,441.35	3,516.30	9,958.07	October	12,228.74	4,623.27	1,990.27
November	12,187.25	2,072.00	3,568.95	November	20,205.67	2,054.75	489.77
December	18,260.41	1,633.35	1,418.86	December	28,755.28	150.00	1,375.98
Totals	\$ 159,736.78	\$ 57,177.49	\$ 42,162.97	Totals	170,832.00	\$42,116.03	\$25,555.20

\$ 259,077.24

GLASS - Up \$11,095.22

VANDALISM - Down \$15,061.46

BURGLARY - Down \$16,607.77

\$238,503.23

1988 06 15

1986INCLUDED IN BURGLARY AND VANDALISM COSTSJANUARYBurglary

Parkview - wrench set 402.37MD
Dalewood - trumpet 300.00

FEBRUARYBurglary

Robert Land - two computers 1,472.32
A.V. equipment

MARCHBurglary

Queen Mary - computer 688.00
Westmount - camera 453.90MD
Sanford Ave. - microscope 400.00

Vandalism

Sanford - graffitti 680.00
Delta - glass damage 428.00
Briarwood - fire - family studies 3,398.77

APRILBurglary

Scott Park - flute 625.00
S.A.M. - VCR & disk drive 797.30
Sanford Ave. - 2 microscopes 800.00
S.A.M. - VCR 529.95

Vandalism

Sanford Ave. - glass damage 995.07
Robert Land - fence damage 1,087.50

MAYBurglary

Tweedsmuir - flute 241.00MD
Churchill - flute 675.00MD
Delta - two electronic balances 3,543.00MD
Albion - six small engines 1,712.96MD

Vandalism

Mountview - portable damaged 592.00

1987INCLUDE IN BURGLARY AND VANDALISM COSTSJANUARYBurglary

Westmount - disk drive 428.00MD

FEBRUARYBurglary

Westdale-cymbals stolen 520.00MD
Glendale- 3 microscopes 1,926.00MD

MARCHBurglary

Bennetto - microwave oven 528.58
Parkview - computer 785.00

Vandalism

Allenby - fire - supply room 493.00
Westmount - tiles damaged 2,500.00

APRILBurglary

G. L. Armstrong - computer and accessories 581.00MD
Bennetto - microwave oven 427.95

Vandalism

R. A. Riddell - 8 screens 810.00
Delta - science room 2,536.74

MAYBurglary

E. Bagshaw - VCR stolen 423.72MD
Westdale - oscilloscope 561.75MD
Seneca - camera 449.29
Holbrook - snowblower 1,034.69

JuneBurglary

Bennetto - tools stolen 1,061.00
Buchanan Park - A.V.Equip. 801.37

Vandalism

Albion - fire-classroom (est.) 5,000.00

- 2 -

1986JUNEBurglary

Delta - electronic balance 1,871.00MD
 Queen Victoria - filmstrips 521.52

JULYBurglary

Vincent Massey - snowblower 1,118.69MD
 Westmount - 7 sewing machines 2,210.00

AUGUSTBurglary

Queen Mary - A.V. equipment 3,148.99

SEPTEMBERVandalism

Cardinal Hts. - fire in library 36,057.02

OCTOBERBurglary

Ed. Centre - camera equip. 8,310.00MD
 Parkview - 3 hand grinders 345.48MD
 electric saw 355.53MD
 Sir. J. A MacDonald - cassette deck 395.00

NOVEMBERBurglary

Parkview - tools 1,971.59
 Scott Park - disk drive 267.50
 Westmount - keys stolen 407.78
 from Rec. Centre (Rec.Dept.
 paying for replacement.)

DECEMBERBurglary

Ryerson - Baritone horn 1,364.25

1987JULYBurglary

Glen Echo - cash/stamps 393.55MD

SEPTEMBERBurglary

Kit Services - 4 VCR's 1,754.80MD
 S. A. M. - VCR & monitor 1,017.14

OCTOBERBurglary

Hillcrest - tools stolen 1,148.11MD

NOVEMBERBurglary

G. L. Armstrong - disk drive 315.72

DECEMBERBurglary

Ainslie Wood - VCR 438.70
 Hampton Hts. - typewriter 1,284.00

Vandalism

Barton - 9 windows broken 818.88

Education Centre,
100 Main Street West,
HAMILTON, Ontario.
1988 07 12

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Education Archives

The Board of Education for the City of Hamilton has a unique and long history in that the original Board dates back to the mid 1860's. Over the years, many outstanding and noteworthy events have taken place in our schools and remembrances of many of these events have been lost or are in the process of being lost to future generations. During the past several months, items have been donated to the Board which highlight some of the outstanding activities which characterize our history. It has become obvious that unless some organized and orchestrated effort is put forth, this memorabilia and historically significant data will be lost.

The staff has been researching other boards in the province and find that there are similar initiatives taking place among many of the major jurisdictions, the most notable being East York. In reviewing our particular situation, it would appear that the establishment of an archives would be most desirable. It is anticipated that this would be housed in space which is presently surplus to our needs and would be open to staff and public for research activities. The cost of establishing and maintaining such a facility would, in our minds, be minimal.

Additionally, a staff committee is presently exploring the possibility of funding either federally or provincially for such a project. Available seed grants for support are similarly being sought. The establishment of archives for the Hamilton Board of Education would seem a fitting project, recognizing the many remarkable events, the invaluable contributions and the triumphs of our Board.

RECOMMENDATION:

1. That the Hamilton Board of Education establish an educational archives in appropriate surplus space.
2. That up to \$10,000 be initially expended to cover the cost of equipment, supplies and temporary assistance.

Prepared and submitted by: A. J. Krever,
Director of Education and Secretary.

-as

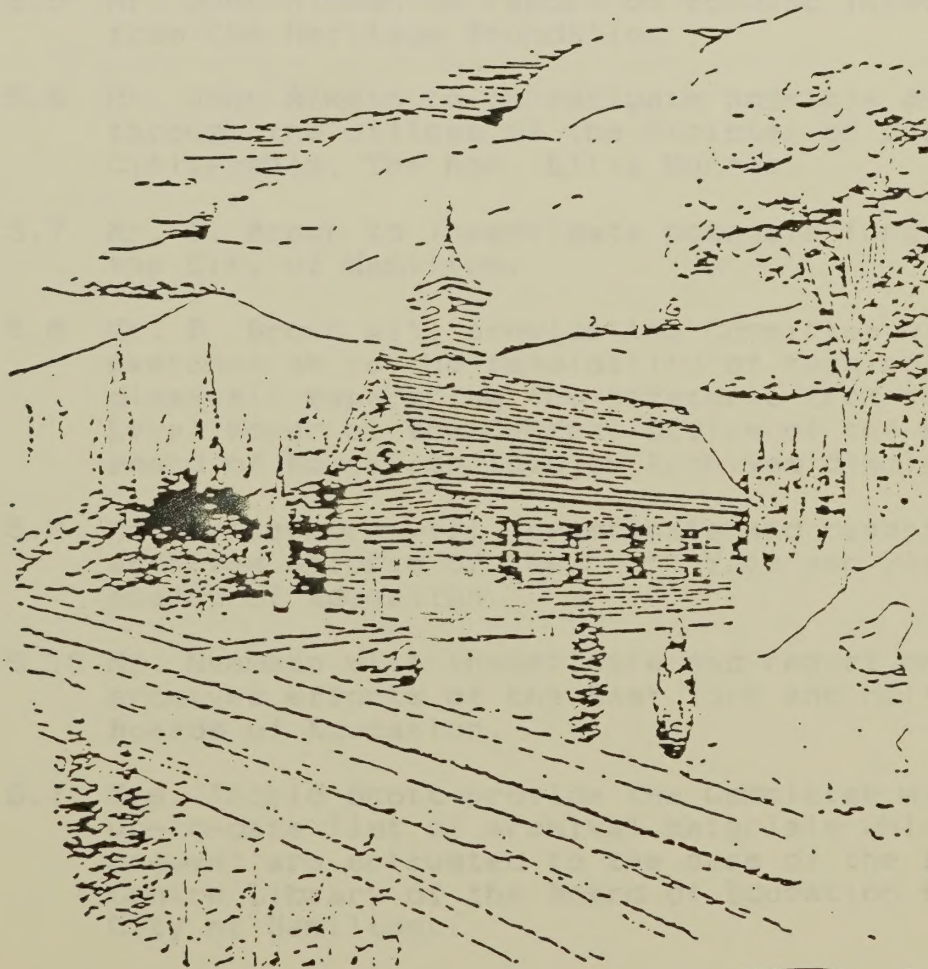


RECOMMENDATION
THE
ARCHIVES PROJECT

JUNE 1988

RECOMMENDATION

THE ARCHIVES PROJECT



JUNE 1988

Fred Newman

Page 5

5. ACTION/TASK SUMMARY:

- 5.1 Mr. Murray Aikman will contact the principal of Stinson Street School re: information about possible renovations and possible available space.
- 5.2 Mr. John Aikman will contact Mr. F. Kelly, Superintendent of Schools re: possible space at Sanford Avenue School.
- 5.3 Mr. Neumann will contact Mr. McKinnon re: possible available space at the Warehouse.
- 5.4 Mr. Neumann will investigate the potential of Queen Mary School for either temporary or long-term housing of an archive.
- 5.5 Mr. John Aikman to report on funding information from the Heritage Foundation.
- 5.6 Mr. John Aikman to investigate possible grants through the offices of the Minister of Culture and Citizenship, The hon. Lilly Munroe.
- 5.7 Mr. D. Brown to investigate possible funding by the City of Hamilton.
- 5.8 Mr. D. Brown will provide the Committee with sketches as to the feasibility of turning the glasswall separating the cafeteria from the Lower Level Foyer at the Central Office of the Hamilton Board of Education into an Archives display case.
- 5.9 Mr. Kelterborn will investigate and report on the archives efforts of the North York and Peel County Boards of Education.
- 5.10 Mr. Neumann will investigate and report on the archives efforts of the East York and Halton Boards of Education.
- 5.11 Mrs. Ingrid Scott provide the Committee with an up-to-date list of archival materials which at present are entrusted to the care of the Education Centre Library of the Board of Education for the City of Hamilton.

6. NEXT MEETING DATE:

Date: Monday, June 13, 1988
Time: 4:15 PM - 5:15 PM
Place: 2nd Floor Conference Room West

1988 06 21

ARCHIVES

LOCATION PROPOSAL

1. Background:

In April 1988 Mr. A. Krever, Director of Education, initiated a renewed investigation into the possibility of establishing ARCHIVES for the Board of Education for the City of Hamilton.

To this end a committee composed of representatives from various interest areas including Media Services, Library, Business Administration and persons with known expertise and interest in this type of project was struck under the Chairmanship of Fred Neumann.

Senior Management has been kept informed and has been encouragingly supportive of this effort.

2. Progress:

The Committee has met on several occasions and has established connections with other boards.

- (1) To date, the Hamilton project seems to be the most ambitious. Other projects resemble the effort of the Hamilton principals when Mohawk Trail School was renovated in 1967, but no firm archives were established.
- (2) Funding is presently being reviewed. There is a possibility of several repeatable and time grants. More conclusive data will be presented in the fall of the new (1988-89) school year by the Committee.

3. The Need for a Temporary Location:

The ideal envisaged for the 'Archives' is a centrally located building, staffed by a professional archivist and associated with a museum and 'kit' service which invites students, teachers and the public in general to participate in the rich heritage of our school system.

Central Public School, once the Dalton Insurance rental has been terminated, may be a favourable site for such a project.

Before this ideal is achieved, the Committee understands that the project will have to go through several stages, the first of which is defining a single location for the deposition of archival and other materials.

Archival materials are spread throughout the system. Some is in relatively secure places such as the library, but space is limited.

Other material is in the Central Office vault; a lot is scattered throughout the warehouse, in various school and associated with individuals who at intervals approach the Board for a place to donate these materials to.

It was decided by the Committee that a temporary holding depot for archival materials needs to be established.

4. Urgency:

There is some urgency for this to be done:

- (i) Some of the material is fragile
- (ii) There is no index
- (iii) True archival material needs to be separated from 'museum' items
- (iv) There are public inquiries where to send archival materials.

5. Requirement:

A temporary archival site has the following requirements:

- (1) A receiving and holding area
- (2) A work and storage area
- (3) Access to running water is desirable

6. Exploration of Locations:

The Committee explored the possibility of many sites:

- (1) As an Adjunct to Mohawk Trail School

Rejected: Adjacent building is rented
 Basement storage not possible

- (2) As an Adjunct to the Warehouse

Rejected: Insufficient space
 Improper conditions

- (3) As an Adjunct to Stinson Street School

Rejected: No space available

- (4) As an Adjunct to Queen Mary School

Rejected: No space available

- (5) As an Adjunct to Delta Secondary School

Rejected: Difficulty of obtaining space
 Impermanence of such a site

7. Recommended Location:

Sanford Avenue School offers some room on the third floor of its building.

Possibility #1: Room 302

Impractical
Will be expropriated by principal for Sanford classes

Possibility #2: Rooms 304 and 306

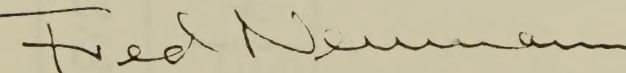
Rooms are relatively cool and sufficiently large
Room 306 (formerly Science) would require some amount of repair

Possibility #3: Room 308

Isolated from the main corridor
Main room is small but has storage shelves
Has 3 small storage rooms attached: one with shelves and running water

It is the recommendation that Room 308 with its storage rooms, at the Sanford Avenue School location, be set aside for the first phase of the 'Archives' project.

Respectfully submitted.

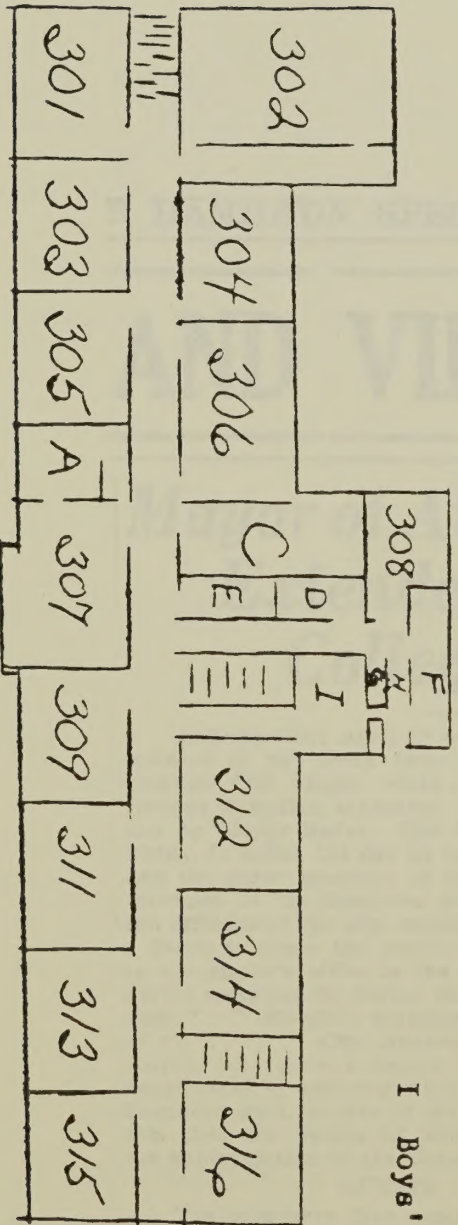


.....
Fred Neumann
Chairman, Archives Committee

hffn

RECOMMENDATION · THIRD FLOOR

- 101 Classroom
- 102 Classroom
- 103 Classroom
- 104 Art
- 105 Art
- 106 Biology Lab
- 107 Biology Lab
- 108 English Office
- 109 Classroom
- 11 Classroom
- 12 Classroom



- 314 Classroom
- 315 Classroom (music storage)
- 316 Classroom (music room - carpeted)
- A Lab Storage
- C Girls' Washroom
- D Science Stores
- E Cleaning Women
- F ~~Student Council~~ Staff Dept. Room
- G Camera Club
- H Stairs to fan room Science Strg.)
- I Boys' Washroom

E HAMILTON SPECTATOR MONDAY MAY 1 1922

AND VIEWS FROM SPORT

Mayor of Atlantic City Extended Welcome To Collegiate Relay Teams

Atlantic City, April 30.—The Hamilton collegiate track team, double winners in the Penn relay carnival on Saturday, were the guests of Atlantic City to-day, when Captain J. R. Cornelius, the coach of the famous Canadian schoolboy athletes, was presented with the key of the city by Mayor Bader. The boys arrived here this morning, direct from Philly, to spend the day as the guests of John M. Eastwood, of Hamilton, and the other members of the Hamilton colony in this city. It was the intention of the Hamilton people to show the athletes a good time, but the officials of the city, becoming acquainted with the situation, expressed a desire to honor the youths and they were taken from the station direct to the mayor's office in the city hall, where they were accorded a wonderful reception by Mayor Bader; A. J. Purinton, president of the Rotary club; W. M. Hemphill, president of the Lions club, and Max Latz, president of the City Athletic club. Each boy was introduced to the mayor, who gave a happy talk in a personal manner, recounting his experiences in athletics while attending school. He then presented Capt. Cornelius with the key of the city, decorated with the city colors, assuring him that the people of Atlantic City appreciated the magnificence of the achievements of the Canadian boys.

GUESTS OF CHALFONTE HOTEL

The boys were then escorted to the New Hygeia pool as the guests of Mr. Hemphill, the owner of the pool, and there enjoyed a swim in salt water, the first for many of the boys. Luncheon at the Chalfonte hotel followed. The original invitation to luncheon was extended by Mr. Eastwood, but Manager Bell became interested and he insisted that the honors rested with the hotel. The boys were received at the Chalfonte by Messrs. Leeds and Lippincott, who congratulated each boy on his performance. Manager Bell outdid himself in an effort to provide for the lads and they had a royal luncheon and a real good time, much to the delight of the hotel officials. A two-hour ride up and down the board walk followed, after which the youngsters were given their freedom for sightseeing on their own account. They left for Philadelphia at 7.30 this evening and expect to arrive in Hamilton at 4.15 Monday afternoon, via the T., H. and B.

MEETING OF
ARCHIVES INVESTIGATING COMMITTEE

Date: 1988 06 13
Time: 4:15 - 5:30 PM
Place: 2ND Floor WEST Conference Room

Present: John Aikman Murray Aikman
 Doug Kelterborn Chris Leibold
 Ingrid Scott Fred Neumann (chair)

Regrets: Walter Moir Dave Brown
 Peter Kurelek Rick Clark

M I N U T E S

1. AGENDA REVIEW:

The agenda was reviewed and accepted.

2. MINUTE REVIEW:

The minutes were reviewed.

Item 4.4 was corrected.

It read:

Chris Leibold suggested that we may have archivists right here in Hamilton who would be willing to support our project and may do so for free.

It should read:

Chris Leibold suggested that we may have archivists right here in Hamilton. Perhaps we should obtain their input.

3. BUSINESS ARISING:

3.1 Potential site: Stinson Street

Mr. M. Aikman reported that he had been in touch with the principal and that no room would be available at that location.
Not recommended.

3.2 Potential site: Sanford Avenue

Mr. J. Aikman reported that he had been in touch with Mr. F. Kelly re: Possible space at Sanford Avenue School for Archives.
The premises were inspected several times for suitability.
This site is recommended for an initial holding area for the Archives Project.

3.3 Potential site: Warehouse

Mr. Neumann reported that Warehouse space was extremely limited. The premises were inspected and archival material was found in many locations. The warehouse does not offer the kind of facilities that are recommended for the Archives Project.
Not recommended.

3.4 Potential site: Queen Mary

Mr. Neumann reported that he had been in touch with the principal. Space was limited at Queen Mary School. The space presently available will be used by the school in the coming school year. Also this space is located in a damp basement.
Not recommended.

3.5/3.6/3.7 Funding: Ministry/Heritage Foundation

J. Aikman obtained the Federal Policy for Museums, listing monies available and criteria to be met.

It was suggested that the Mohawk Trail Museum may qualify for such funding. Archives, even at a different location, could then be determined as an annex of the Mohawk Trail Museum and thus share in federal funds.

Page 3

The group suggested that Mr. Clark may be interested in exploring this material and report back to the Committee at its September meeting.

Further information about the terms under which the Mohawk Trail School Museum has been registered was requested.

The group suggested that Mr. Moir would be able to obtain this information and report to the Committee at its September meeting.

Mr. Kelterborn offered to determine:

- (1) Who owns the Mohawk Trail School Museum
- (2) Who owns the content of the museum

3.8 Similar projects: North York/Peel: East York/Halton

Mr. Kelterborn reported to the Committee on the efforts of the North York Board of Education and the Peel County Board of Education with respect to Archives.

He pointed out that North York has their archival material catalogued and stored: but no one has access to these documents and they are not housed under proper archival conditions.

Peel stores its archives with the Brampton Municipal materials and shares space at their facility (jail).

No evidence of microfilming was given in either case. There were no provisions made for storing 'museum' materials.

Mr. Neumann reported that the state of affairs with respect to Archives, in East York and Halton was, if anything worse.

At East York, information from Jackie Wilfred indicated that:

- (i) Minutes had been transferred to microfiche
- (ii) Some minutes had been given to the archives of the Ontario government
- (iii) There was no other effort

At Halton, Ernie Mount provided the information that old accounting records and registers are distributed 'all over the schools'. No central effort was evident. No memorabilia were being kept officially.

Page 4

M. Aikman suggested that the Hamilton Public Library may microfilm all out old records for free. He will contact Margaret Houghton to establish a liaison between the Archives Group and the Hamilton Public Library.

It was also suggested that liaison should be established with the Heritage Coalition of Hamilton-Wentworth. As members of the Committee believed that Walter Moir may be part of this group, Mr. Neumann was requested to ask Mr. Moir if he could report on this possibility at the September meeting of the Archives Committee.

Questions arose re: 'seed grants' which may be available for the Archives Project and could be under the auspices of the library.

Mr. Neumann will contact Mr. S. Barrs of our Board, who uses these type of grants already, and possibly Mr. John Patterson, in order to ascertain eligibility.

Mrs. Scott will provide the group with information on 'records management' and 'The Freedom of Information Act' at the next meeting of the Archives Committee.

3.9 Potential showcase: Lower Level, HBE

Mr. Neumann reviewed a suggestion by David Brown re: an archival showcase at the Lower Level of the Central office building. Discussion ensued on the viability of this project.

Mr. Neumann will contact Mr. R. Orlando, Superintendent of Plants, to explore implications and cost.

3.10 Present archival inventory in library

Mrs. Scott provided the Committee with a summary of Archival Holdings -- Dr. Harry Paikin Library. Mrs. Scott explained that this list may not be complete and that updating it would take some time as the material is dispersed within the library.

At the next meeting of the Archives Committee, Mrs. Scott will report on further progress made.

Page 6

- (3) The long-term plan for the Archives would include among other items, the following:

- A permanent site
- Appropriate storage conditions
- Professional advice
- Staff
- Policy
- Cooperation with other organizations
- Active involvement of staff and community

A Vision of the Future:

Ideally, the committee envisions a centrally located 'Board Archive' which has climate controlled facilities, is open to students and public and accommodates historical and potentially historical materials of all kinds.

One can readily imagine, that a replica of a one-room school house, could be equipped with turn-of-the-century memorabilia and staffed (perhaps by retired teachers) in appropriate dress for the age. What an asset this would be to our system! No only that, such a concept fits well with the Dundurn Castle project and could very well be an exciting depository, a living, active learning resource centre and an invaluable asset for all the students of the Hamilton Board and for the community at large.

4.2 Necessity of 'receipt' and other forms

Chris Leibold pointed out the necessity for proper receipt forms, if the Archives Committee is willing to accept materials from other than internal sources.

Mr. Neumann stated that, even though the Archives Group had not advertised its activities, there were inquiries from staff and the general public with respect of donating materials to Board Archives.

The groups agreed that proper forms for receipt and transfer of ownership, among others were a real necessity. The Committee will address this item again in the coming School year.

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4.3 Group Process:

Some concerns were voiced over the fast pace with which the Committee was proceeding on the matter of the Archives.

Opinion diverged on how exactly to go about establishing this important project.

It was hoped that in the coming year, once a temporary holding site has been established, the Committee could proceed at a somewhat slower pace.

At this time Chris Leibold requested, that since she represented Media Services and the library was represented by Mrs. Scott, that only one person could represent both interests.

Although the group will miss Ms. Leibold's input, they agreed to her request for withdrawal.

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5. ACTION/TASK SUMMARY:

5.1 Mr. Clark will report on the implications of the following documents:

- Challenges and Choices: Federal policy and program proposals for Canadian museums
- Regulation: Governing Grants to Museums
- Guidelines for Museums: Making Initial Application for Museum Operating Grants
- Standards for community Museums in Ontario
- Community Museums Policy for Ontario

5.2 Mr. Moir report on the terms under which the Mohawk Trail Museum operates.

5.3 Mr. Kelterborn will investigate:

- (1) Who owns the Mohawk Trail School Museum
- (2) Who owns the content of the museum

5.4 Mr. M. Aikman will contact Margaret Houghton in order to establish a liaison between the Archives Group and the Hamilton Public Library.

5.5 Mr. Neumann will ask Mr. Moir if to report on the possibility of establishing liaison with the Heritage Coalition of Hamilton-Wentworth.

5.6 Mr. Neumann will contact Mr. S. Ba of our Board, who uses 'seed grants' all and possibly Mr. John Patterson, in order to ascertain eligibility of the 'Archives' for such funding.

5.7 Mrs. Scott will provide the groups with information on 'records management' and 'The Freedom of Information Act' at the next meeting of the Archives Committee.

Page 9

- 5.8 Mr. Neumann will contact Mr. R. Orlando, Superintendent of Plants, to explore implications and cost of a showcase for Archives at the Lower Level of the Central Offices Building.
- 5.9 Mrs. Scott will report at the next meeting of the Archives Committee, on further progress made with respect to updating the Archival Holdings in the Dr. Harry Paikin Library.

6. NEXT MEETING DATE:

Date: Monday, September 19, 1988
 Time: 4:15 PM - 5:15 PM
 Place: 2nd Floor Conference Room West

hffn

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

The Superintendent of Plant recommends the following tenders
be accepted and approval of funds for the projects as noted be provided:

1. Robert Land and Fairfield Renovations

Harm Schilthuis & Sons Ltd.....	Tender	\$791,873.00
Architectural & Engineering Fees.....		60,000.00
Mechanical Renovations.....		60,000.00
Contingencies & Permits.....		50,000.00
		<u>\$961,873.00</u>

2. R. A. Riddell - Provision of Portables

Niagara Relocatable Bldgs. Ltd.....	Tender	\$104,880.00
Demolish, Hook-up and install.....		45,120.00
		<u>150,000.00</u>

Prepared and submitted by R. T. Orlando

Approved by: A. J. Krever

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario,

Ladies and Gentlemen:

Tenders were recently advertised for the construction of an addition to G. R. Allen School. As a result, plans and specifications were picked up by contractors and subsequently two tenders were received and opened on July 8, 1988. The prices were as noted below:

G. S. Wark.....	\$739,000.00
Bremat Construction.....	777,995.00

Although the low bid is considerably in excess of the budgeted amount for the job, i.e. 43% - \$739,000 v/s \$515,000, the Architect for the project, Mr. William Souter of the firm of Souter-Lenz-Taylor, Architects, is recommending acceptance of the tender.

Mr. Souter has indicated that, in his opinion, the bid received is a fair price for the work of the contract in today's market. There is currently a considerable amount of construction underway and many contractors were not able to bid due to other commitments. In addition, recent settlements in the construction trades negotiations, as well as increases in sales taxes, have escalated costs. In addition, the project will require additional work on foundations as a result of poor soil conditions which were unknown at the estimating stages.

If the contract is awarded to the low bidder, G. S. Wark, the following funds will be required:

G. R. Allan Addition

G. S. Wark.....Tender	\$739,000.00
Architectural & Engineering Fees.....	60,000.00
Contingencies & Permits.....	<u>60,000.00</u>
	\$859,000.00

Prepared & Submitted by:

R. T. Orlando

Approved by:

A. J. Krever

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 07 12.

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

The 1989 Proforma Budget (attached) is a **projection** of expenditures based on historical financial trends over the past 10 years. Our basic assumption is that the past will be an indicator for the future. In some cases, the historical trend has been modified to reflect system wide plans such as instructional and administrative computers.

This rather uncomplicated approach does not necessarily take into consideration the needs of the system that will be identified by schools, departments, senior management and trustees. Because of the lack of precise data at this time, it is difficult to make an accurate projection or to estimate our margin of error.

The internal detailed preparation of the 1989 Budget should be completed by February and presentations would commence at that time.

It is recommended that (i) the 1989 Proforma Budget (attached) be received for information and (ii) it be reviewed in November.

Yours truly,

John Penner,
Superintendent of Finance and Treasurer

/mk
attach.

SUMMARY OF 1989 PROFORMA BUDGET

	1988		1989		INCREASE	
	\$'000	%	\$'000	%	\$'000	%
EXPENDITURES						
Salaries & Wages, Employee Benefits	158,453	78.7	170,600	78.4	12,147	7.7
Travel, Personnel Training & Bursaries	995	0.5	1,200	0.6	205	20.6
Books, Energy, Repairs & Supplies	22,410	11.1	24,500	11.3	2,090	9.3
Replacement & New Equipment	4,019	2.0	3,900	1.8	(119)	(3.0)
Debt Charges	1,568	0.8	1,200	0.6	(368)	(23.4)
Capital from Current & Perm. Improvements	1,795	0.9	2,200	1.0	405	22.5
Rentals, Fees & Contractual Services	6,343	3.2	7,500	3.4	1,157	18.2
Transfers to Other Boards, Other	5,542	2.8	6,400	2.9	858	15.5
Total Expenditure Budget	201,125	100.0	217,500	100.0	16,375	8.1
REVENUES						
Levy for Mill Rate	115,543	57.4	124,900	57.4	9,357	8.1
Suppl. Taxes, T.& T., P.I.L., Surplus & Trfs	8,888	4.4	10,200	4.7	1,312	14.8
Provincial Grants	64,548	32.1	69,800	32.1	5,252	8.1
Other Revenue	11,601	5.8	12,600	5.8	999	8.6
Refund of Taxes	545	0.3	0	0.0	(545)	(100.0)
Total Revenue Budget	201,125	100.0	217,500	100.0	16,375	8.1
Levy						
Board of Education Levy (as above)	115,543		124,900		9,357	8.1
Additional Levy by City re prior year short-fall of tax collection	194		200		6	3.1
Total Levy	115,737		125,100		9,363	8.1
Residential Mill Rates						
Education	138.1575		149.3344		11.1769	8.1
City	87.7568					
Region	73.3153					
	299.2296					
Taxes on Average \$5,000 Assessment						
Education	\$690.79		\$746.67		\$55.88	8.1
City	438.78					
Region	366.58					
	\$1,496.15					

THE BUREAU OF STATISTICS FOR THE CITY OF BOSTON REPORT OF THE COMMISSIONER FOR THE YEAR 1900

DEPARTMENT	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897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Education Centre
100 Main Street West
Hamilton, Ontario
1988 07 12

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Red Hill Neighbourhood
Board Site (Hixon Road)
Lot 31 Concession 3 (Saltfleet)

This 1.10 acre site was originally conveyed to this Board from the Township of Saltfleet in January, 1949 along with our old Red Hill School site which was sold to the City in December, 1974.

The parcel has a 200 foot frontage on the south side of Hixon Road and a depth of 234 feet for a total of 46,800 square feet, which is too small to contain a school building.

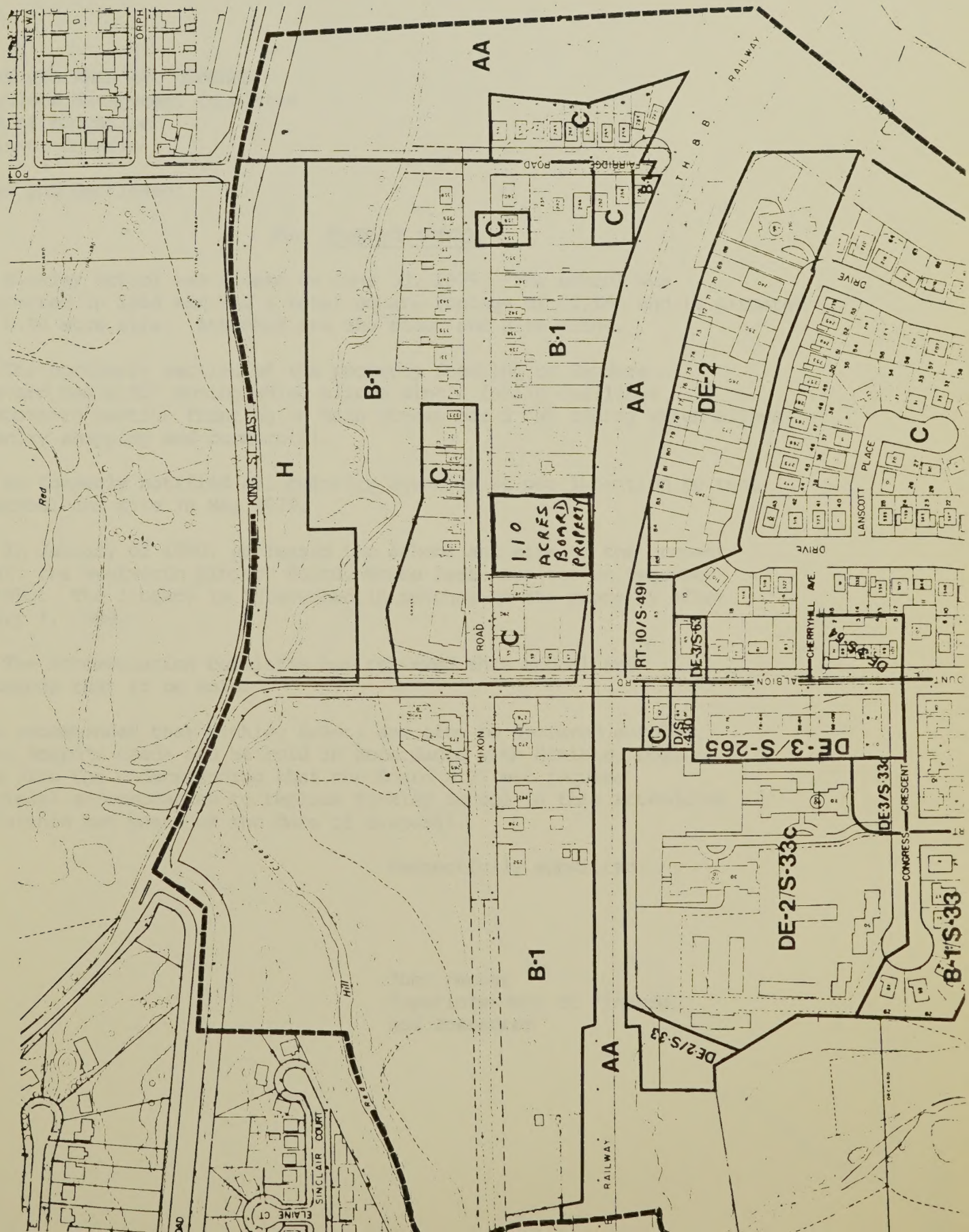
There is housing on both sides, east and west of our property, which is zoned "B-1". (Suburban Agriculture and Residential - single family residential houses only.)

We therefore recommend that the Board sell the 1.10 acre parcel of land in Lot 31 Concession 3 (Saltfleet) in accordance with Ministry Regulations and that the funds realized for this sale be placed in reserves for the renovation of schools as approved by the Board.

Respectfully submitted,

John Penner
Superintendent of Finance
and Treasurer

/po





Education Centre
100 Main Street West
Hamilton, Ontario
1988 07 12

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: BINKLEY SCHOOL

Binkley School was closed on June 30, 1979. The school was constructed in 1964 and has a total square footage of 12,145 and is situated on a 0.94 acre site. Attached are the floor and site plans.

The northerly section of the property fronting on Sanders Boulevard has a "C" zoning which allows single family dwellings. The southern section fronting on Main Street has a "H" zoning which allows community shopping and commercial.

We formerly notified all priority agencies of our intention to rent the school and site in May 1979.

In January of 1980, we leased the school and site to the present tenant, the Wentworth Library Board, whose lease expires on December 31, 1990. The library is interested in purchasing the property after January 1, 1989.

The accommodation committee has reviewed this school and recommends that it be sold.

It is recommended that Binkley School and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Binkley School in this attendance area within ten years of the date of disposal.

Respectfully submitted,

John Penner
Superintendent of Finance
and Treasurer

/po
Encl.

THE
REPUBLICAN
PARTY
OF
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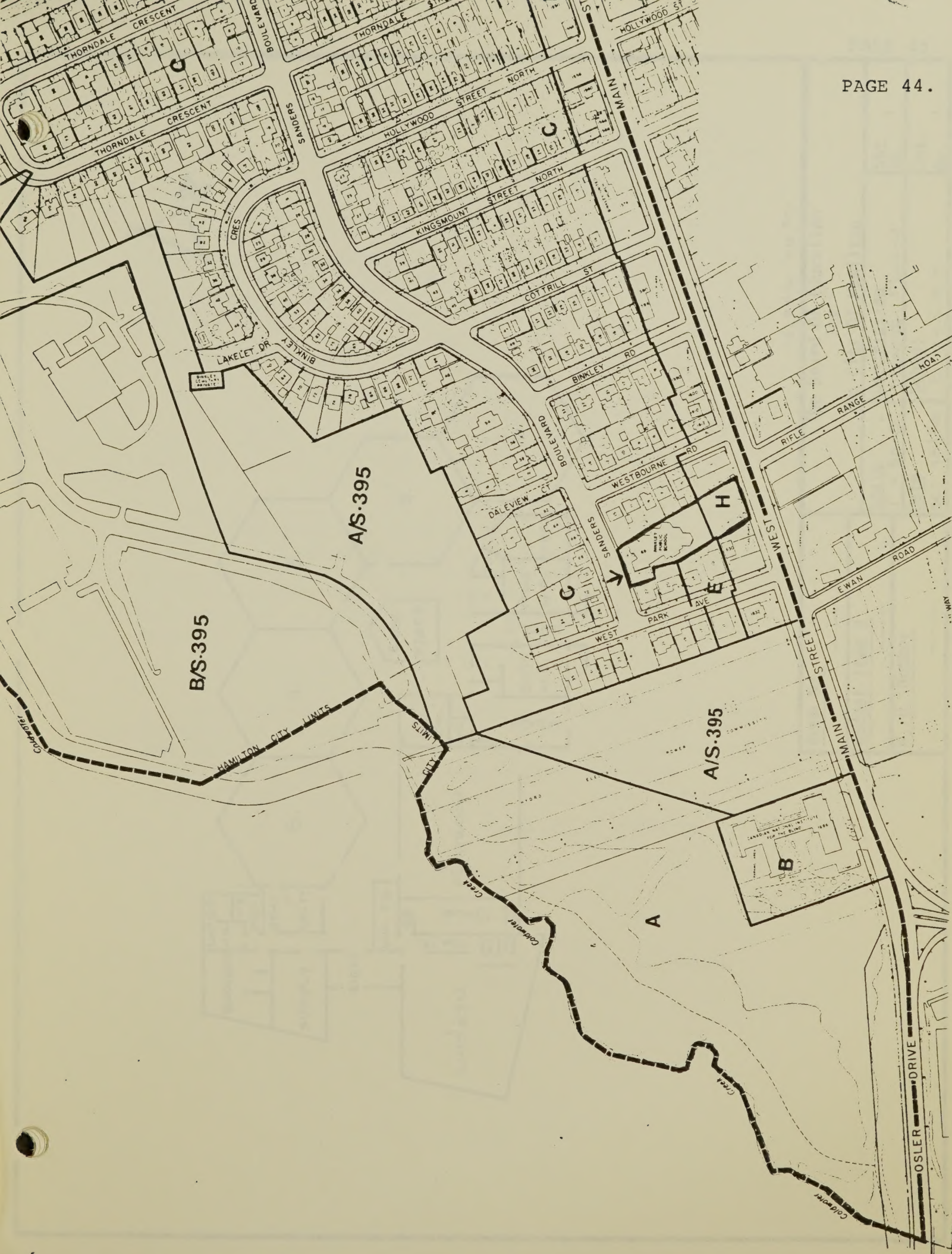
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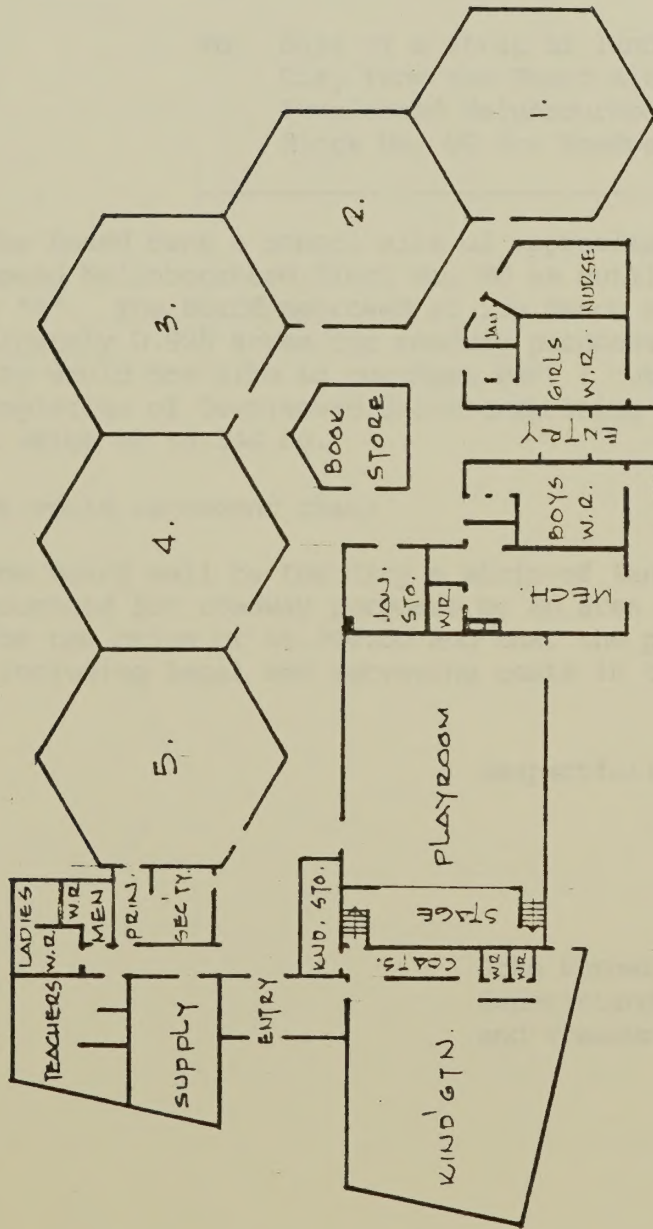
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AZ



14,346 sq.ft.

The Board Of Education For The City Of Hamilton		Room No.	Budget Item #	W. O. Number	Scale 1" = 30'-0"	Description FLOOR PLAN	Sht. No.
							1
					Date OCT. 18/76	School BINKLEY	1

10



Name		Date	
Subject		Page	
Teacher		Class	
Roll No.		Section	
Institution		City	
State		Country	

Education Centre
100 Main Street West
Hamilton, Ontario
1988 07 12

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Sale of a strip of land to the
City from the Board site in the
Templemead Neighbourhood,
Block No. 90 for Roadway purposes.

The Board owns a school site of approximately 16.69 acres in the Templemead Neighbourhood Block No. 90 as outlined on the attached sketch "A". The Board approved at its March meeting the sale of approximately 0.925 acres for roadway purposes for Templemead Drive. The City would now like to purchase Part I outlined on sketch "B" for the completion of Templemead Drive comprising 5,610 square feet at market value of \$8,344.00.

We would recommend that:

The Board sell to the City a strip of land in the Templemead Neighbourhood for roadway purposes by an area containing 5,610 square feet for the price of \$8,344.00 and that the purchaser also pay any costs including legal and surveying costs in this sale.

Respectfully submitted,

John Penner
Superintendent of Finance
and Treasurer

/po
Encl.

1944-1945
1946-1947
1948-1949
1950-1951

1952-1953
1954-1955
1956-1957
1958-1959

1960-1961

1962-1963
1964-1965
1966-1967
1968-1969

1970-1971

The first two years of the project were spent in the field collecting data on the behavior of the subjects. The third year was spent in the laboratory analyzing the data. The fourth year was spent in the field collecting data on the behavior of the subjects. The fifth year was spent in the laboratory analyzing the data. The sixth year was spent in the field collecting data on the behavior of the subjects. The seventh year was spent in the laboratory analyzing the data. The eighth year was spent in the field collecting data on the behavior of the subjects. The ninth year was spent in the laboratory analyzing the data. The tenth year was spent in the field collecting data on the behavior of the subjects.

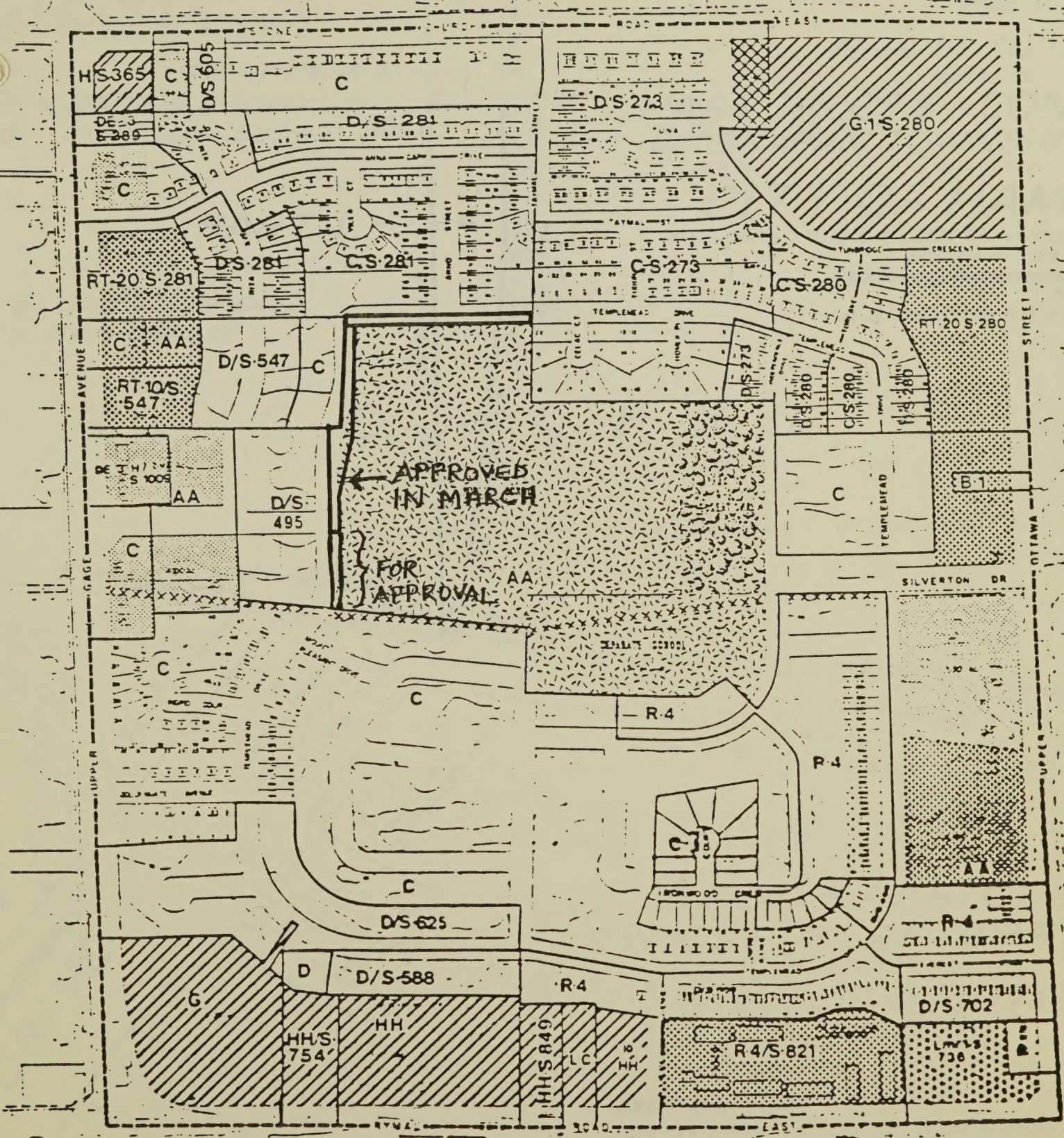
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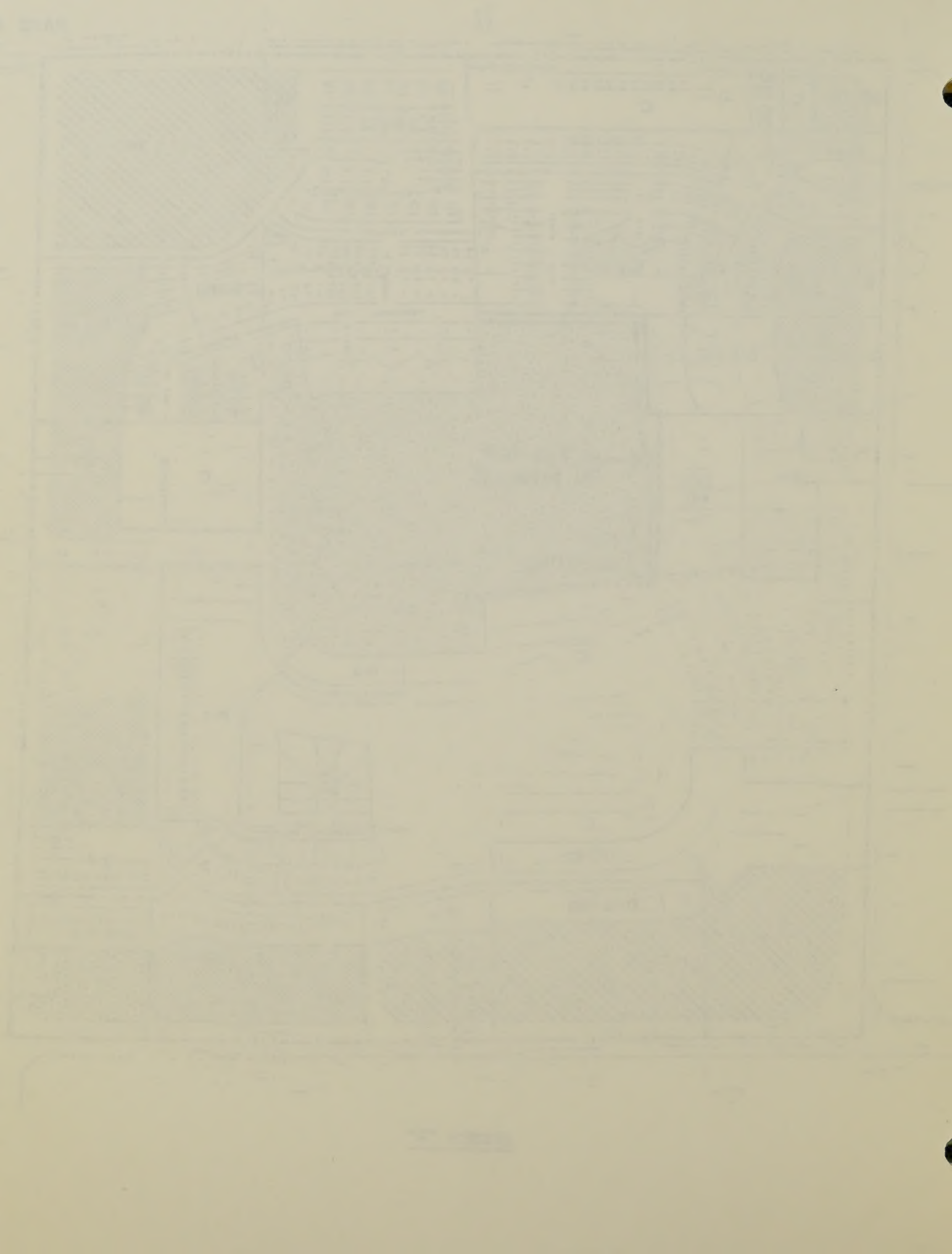
1972-1973

1974-1975
1976-1977
1978-1979

1980-1981
1982-1983



SKETCH "A"



PLAN OF SURVEY
SHOWING

PART OF LOT 6 - CONC
GEOGRAPHIC TOWNSHIP

NOW IN THE

CITY OF HAMIL

REGIONAL MUNICIPALITY OF HAMILTO

SCALE = 1 : 750

D. G. FRASER O.L.S. 19

PART 1

RT 14 - PLAN 52R-9377

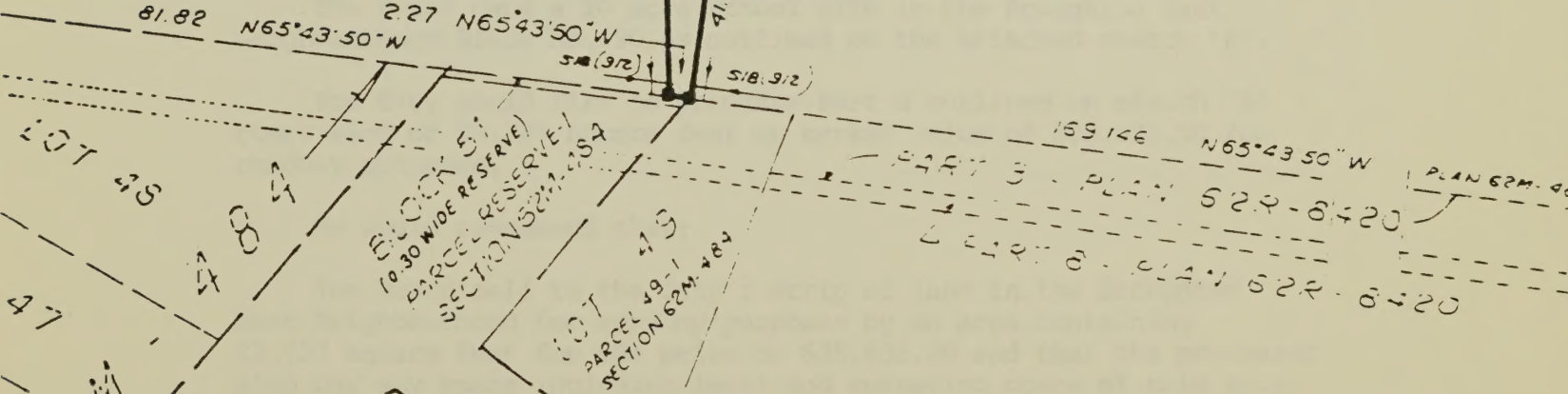
10.00 N72°21'40"W

RT 16 - PLAN 62R-9377

RT 2 - PLAN 62R-8420
CEL 6-3, SECTION BAR. 8(C)

T 6 - C O N C E S S I O N

INSTRUMENT N° 24183048



GEOGRAPHIC
TOWNSHIP OF BART

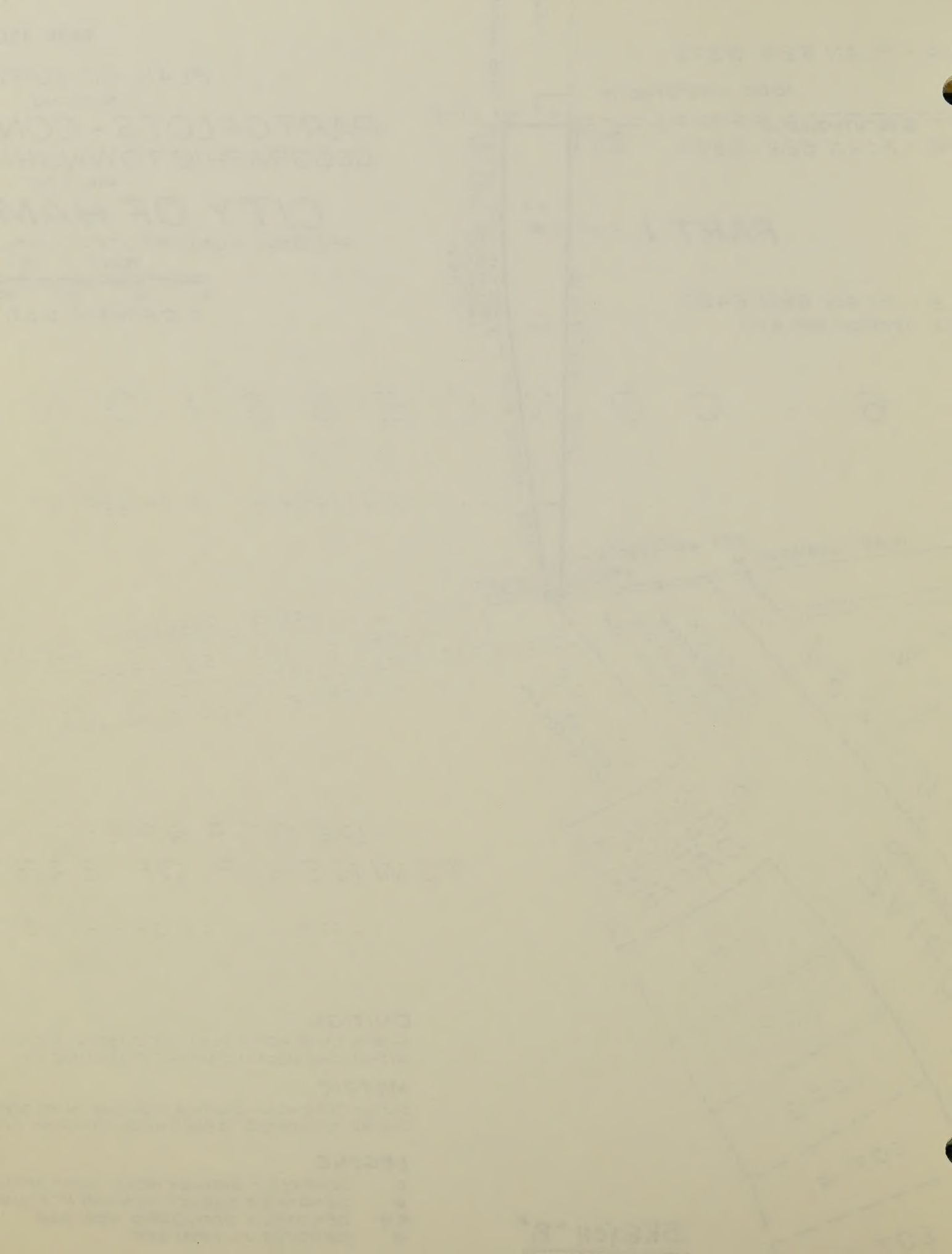
PART 5 - PLAN 52R-8420

CAUTION
THIS PLAN IS NOT A PLAN OF SUBDIVISION
WITHIN THE MEANING OF THE PLANNING ACT.

METRIC
DISTANCES SHOWN ON THIS PLAN ARE IN METRES AND
CAN BE CONVERTED TO FEET BY DIVIDING BY 0.3048

LEGEND
□ DENOTES A SURVEY MONUMENT PLANTED
■ DENOTES A SURVEY MONUMENT FOUND
S/B DENOTES A STANDARD IRON BAR
I/B DENOTES AN IRON BAR

SKETCH "B"



CITY OF HAWAII
HONOLULU
1950-1951

SECTION 1

LEGEND
1. City of Hawaii
2. County of Hawaii
3. State of Hawaii
4. Federal Government
5. Private Property

SECTION 1

Education Centre
100 Main Street West
Hamilton, Ontario
1988 07 12

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Sale of a strip of land to the
City from the Board site in the
Broughton East Neighbourhood
Block No. 97

The Board owns a 10 acre school site in the Broughton East Neighbourhood Block No. 90 as outlined on the attached sketch "A".

The City would like to purchase Part 8 outlined on sketch "B" comprising of 23,757 square feet at market value of \$35,635.50 for roadway purposes.

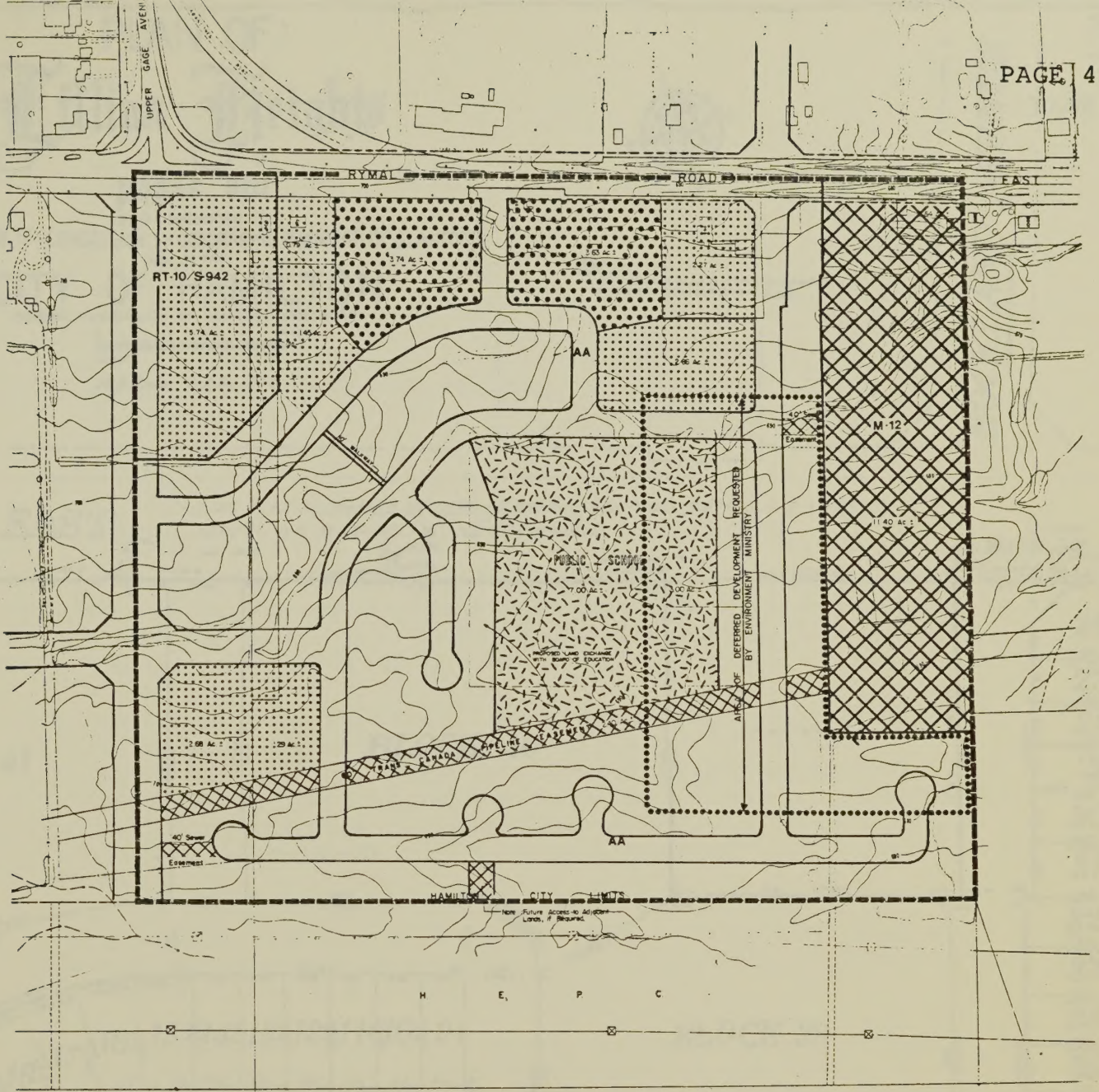
We would recommend that:

The Board sell to the City a strip of land in the Broughton East Neighbourhood for roadway purposes by an area containing 23,757 square feet for the price of \$35,635.50 and that the purchaser also pay any costs including legal and surveying costs of this sale.

Respectfully submitted,

John Penner
Superintendent of Finance
and Treasurer

/po
Encl.



LAND USE

RESIDENTIAL

-  single & double
-  attached housing
-  low density apts.
-  medium density apts.
-  high density apts.
-  commercial & apts.

-  COMMERCIAL
-  INDUSTRIAL
-  CIVIC & INSTITUTIONAL
-  PARK & RECREATIONAL
-  OPEN SPACE
-  UTILITIES

NOTE: THIS IS A GUIDE PLAN ONLY AND IS SUBJECT TO CHANGE.
FOR DETAIL CONTACT THE LOCAL PLANNING DIVISION OF
THE REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH.

-  Neighbourhood Boundary
-  Zoning Boundary
-  Development Freeze

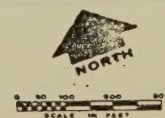
Approvals

Planning Comm. JULY 15, 1987 COUNCIL JULY 28, 1987
JULY 14, 1976 NOV. 30, 1976

Revisions

CITY OF HAMILTON
PLANNING DEPARTMENT

BROUGHTON EAST
APPROVED PLAN



SKETCH "A"



1. The first part of the report is a general introduction to the subject of the study. It includes a brief history of the problem and a statement of the objectives of the study. 2. The second part of the report is a detailed description of the methods used in the study. This includes a description of the subjects, the materials, and the procedures used. 3. The third part of the report is a presentation of the results of the study. This includes a description of the data collected and a discussion of the findings. 4. The fourth part of the report is a conclusion and a discussion of the implications of the study. This includes a summary of the findings and a discussion of the limitations of the study.	1. The first part of the report is a general introduction to the subject of the study. It includes a brief history of the problem and a statement of the objectives of the study. 2. The second part of the report is a detailed description of the methods used in the study. This includes a description of the subjects, the materials, and the procedures used. 3. The third part of the report is a presentation of the results of the study. This includes a description of the data collected and a discussion of the findings. 4. The fourth part of the report is a conclusion and a discussion of the implications of the study. This includes a summary of the findings and a discussion of the limitations of the study.
5. The fifth part of the report is a bibliography of the sources used in the study. This includes a list of the books, articles, and other sources consulted. 6. The sixth part of the report is an appendix containing additional information related to the study. This includes a list of the subjects, a list of the materials, and a list of the procedures used.	5. The fifth part of the report is a bibliography of the sources used in the study. This includes a list of the books, articles, and other sources consulted. 6. The sixth part of the report is an appendix containing additional information related to the study. This includes a list of the subjects, a list of the materials, and a list of the procedures used.

PLAN OF: Hillman Heights phase one

BEING A SUBDIVISION OF
PART OF LOT 12- CONCESSION 1- GEOGRAPHIC TOWNSHIP OF GLANFORD
NOW IN THE

CITY OF HAMILTON

REGIONAL MUNICIPALITY OF HAMILTON- WENTWORTH

SCALE 1:750

A.J. Clarke O.L.S. 1988



Notes:

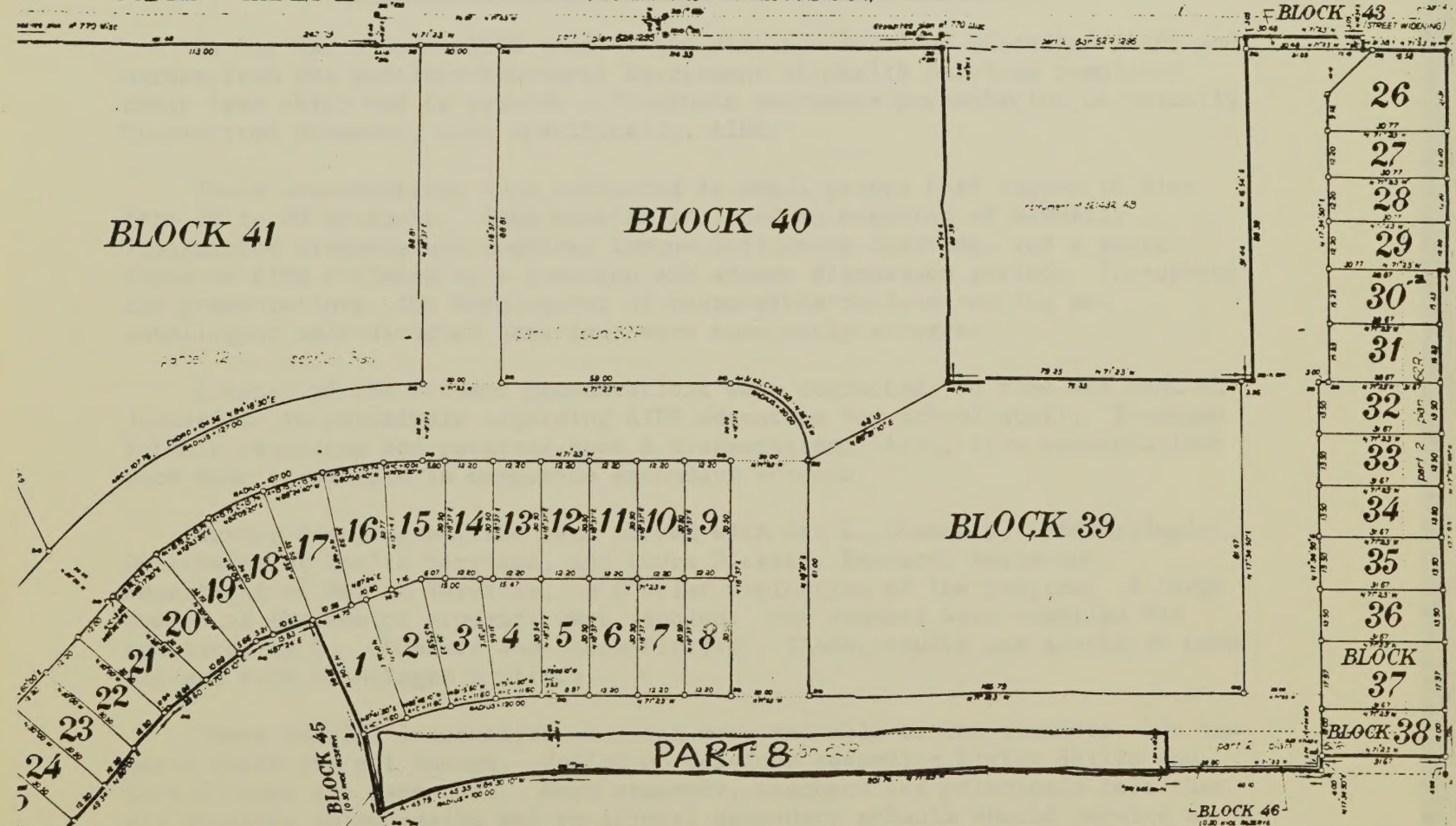
DISTANCES SHOWN ON THIS PLAN ARE IN METERS AND CAN
BE CONVERTED TO FEET BY DIVIDING BY 0.3048

ROCKLAND AVENUE
ESTABLISHED BY PLAN 840

PAGE '45'

AL ROAD EAST

ORIGINAL ROAD ALLOWANCE BETWEEN GEOGRAPHIC TOWNSHIPS OF PARTON AND GLANFORD -
FORMERLY THE KINGS HIGHWAY NO. 43 - NOW REGIONAL ROAD NO. 43



L O T 1 2 C O N C E S S I O N 1

SKETCH "B"



Sketch B

Education Centre
100 Main Street West
Hamilton, Ontario
1988 07 12

The Chairman & Members
The Operations Management Committee
The Board of Education for the City of Hamilton

Ladies & Gentlemen:

Re: Senior Composite and Vocational AIDS Program

On May 26, a joint AIDS team of the Hamilton Board of Education staff and nurses from the Hamilton-Wentworth Department of Health Services completed their task which was to provide a 75-minute awareness presentation on Sexually Transmitted Diseases, more specifically, AIDS.

These presentations were conducted in small groups that ranged in size from 20 to 50 students. Each session included an overview of Sexually Transmitted Diseases and Acquired Immune Deficiency Syndrome, and a short video on AIDS followed by a question and answer discussion period. Throughout the presentations, the development of responsible decision-making and intelligent self-directed behaviour were constantly stressed.

A total of 184 student presentations were conducted. A memo was sent on January 27 to principals regarding AIDS education for school staff. Fourteen schools requested and received such a presentation. Also, five presentations were made to parents in composite secondary schools.

During the program, the team worked with Dr. L. Chambers, Epidemiologist, Department of Health Services, and Laura Pickard, Research Assistant, Department of Health Services, on a brief evaluation of the program. A large number of the senior students were sampled. The results were compiled and tabulated by Dr. Chambers and Laura Pickard. These results are available upon request from C. McKague's office.

These initial information sessions were valuable to the students, but the basic facts are not enough. Follow up sessions regarding Living Skills and Case Studies are essential. Many students, teachers and principals felt that all students in composite and vocational secondary schools should receive a similar program conducted by outside professionals comfortable in the area of sexuality. Concern has also arisen for special groups not in a traditional school setting: Trainably Retarded, Alternative Education, Co-operative Education students, English as a Second Language, etc.

In addition, all employees of the Hamilton Board of Education must be in-serviced on the disease, AIDS. A vehicle must also be put in place to provide current accurate information as well as in-service to new employees, especially on our newly developed policy on HIV infection or AIDS.

Sincere appreciation is extended to a dedicated group of nurses from the Department of Health Services. The co-operation from Jane Underwood, Director of Nursing, and Lorraine McFadden, Program Supervisor, has been excellent. Cindy Ripton, Sexually Transmitted Disease Consultant, Lynn North, Marianne van der Jagt, Suzanne Newmark and Cathy Hicks have all been very dedicated and enthusiastic throughout this project.

This joint co-operation between the Hamilton Board of Education and the Department of Health Services must continue.

Summary:

It is clear that the goals of this special project have been achieved. The evaluations have indicated that there is a continuing need for expert AIDS education for students as well as employees. The Co-ordinator of Physical & Health Education will review the needs, and a further report to the Board with recommendations can be expected in the fall of 1988.

Recommendation:

That the report on AIDS education be received for information.

Prepared by: A. Craven, Consultant, Physical & Health Education
C. G. W. McKague, Superintendent of Curriculum
& Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever, Director of Education &
Secretary of the Board

Education Centre
100 Main Street West
Hamilton, Ontario
1988 07 12

The Chairman and Members
The Operating Management Committee
The Board of Education for the City of Hamilton

Ladies and Gentlemen:

Re: Experimental Home Proposal
The Hamilton & District Home Builders' Association

The Hamilton and District Home Builders Association has presented to Senior Management a proposal which, if approved, would allow them to build an experimental home on the Education Centre property. It would be on site from January 1, 1989, to mid-March, 1989, and would coincide with the Canadian Home Builders' Association 1989 conference and the annual Spring Home Show. The proposal, in detail, is attached for your information.

After due consideration, Senior Management is recommending the project for the following reasons:

1. Our students will use the construction period to receive first-hand education on expert construction techniques and "state of the art" technological innovations.

2. The Board has an opportunity to co-operate with the business community for mutual benefit.

3. The completed building would become the property of the Board after mid-March.

While no specific future location or use for the building has yet been determined, several possibilities have been discussed in the event that this proposal is approved.

Recommendation:

That the Hamilton and District Home Builders' Association be allowed to use 12 parking spaces on the north-east corner of the Education Centre parking lot from January 1, 1989, to March 15, 1989, for the purpose of building and displaying an experimental home after which time the home would become the property of the Board of Education for the City of Hamilton.

Prepared by: C. G. W. McKague
Superintendent of Curriculum & Special Services

Approved and Submitted by: Senior Management



**HAMILTON &
DISTRICT
HOME
BUILDERS
ASSOCIATION**

A member of the Canadian
Home Builders' Association

1112 Rymal Rd. E., [Corner of Upper Ottawa]
Hannon P.O. Box 188, Hamilton, Ontario L0R 1P0 Tel. 575-3344

June 23, 1988

Arnold Krever
Director of Education
The Board of Education for
the City of Hamilton
P.O. Box 588
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Krever:

The Hamilton & District Home Builders' Association was founded in 1942 by a group of dedicated individuals involved in the residential building industry in our community. Together they recognized the need to form a professional association to represent the needs and concerns of the local housing industry.

Today, over 400 local companies and their representatives are members of the Association which strives to meet a number of goals and objectives designed to provide families with quality housing at affordable prices.

Members of the Hamilton & District Home Builders' Association live and work in our community and as such, are supporters of a variety of community projects, programs and charities.

The Association recognizes that the youth of today are our future and to that end, have designed or supported a number of projects which encourage young people to consider a career in the home building industry. With the co-operation of local school boards, the Association recently sponsored the 21st Annual Student Design Contest which encourages young people to utilize their skills and talents in the design of homes. In years past, we also worked with students who actually participated in the building of "Student House".

In February of 1989, Hamilton will host the Canadian Home Builders' Association Conference and the Hamilton & District Home Builders' Association is participating and actively involved in a variety of aspects of this Conference which will see over 1,000 delegates in attendance.

- 2 -

One of our major projects involves building an experimental home which would be on display for Conference delegates from February 5-8, 1989 and as well, be included as a feature display for the Spring Home Show from March 2-5, 1989; an event which is sponsored by our Association.

Our plan is to build an experimental home approximately 900-1,000 square feet, which will encompass the latest in design and technology and as well, address the need for affordable housing. In order to ensure that the project is a success, we request the co-operation of the Board of Education for the City of Hamilton in securing a suitable site for the house.

After preliminary discussions with school board officials, we have determined there are three possible sites on the grounds of the Education Centre as follows:

- a) North East Parking Lot (approximately 48' x 56') comprised of 12 parking spots in this corner.
- b) An area adjacent to the rear of the Education Centre (North/East).
- c) On the South-West grounds area fronting on Main and Bay Streets.

After carefully reviewing the advantages and disadvantages of the three possible sites, our Association is convinced that Site A would be most appropriate to our needs and that of the Board of Education.

SITE A ADVANTAGES

- a) With this location and larger site, we will be able to landscape the site to be most aesthetically pleasing.
- b) It provides easy access to build the house on site and also allows the Board of Education to move the building to another site with ease.
- c) Better access and exposure for visitors and delegates who will be viewing the House (access of King Street only) from Convention Centre and Sheraton Hotel.

DISADVANTAGES

- a) Some trees and landscaping would have to be removed to facilitate construction and viewing, but the Association would return the street landscaping to its original condition.

SITE B
DISADVANTAGES

- a) Large trees would need to be removed and lawn area resodded.
- b) Exposure is limited and would require visitors and delegates to travel through the parking lot.
- c) Would still require at least 4 parking spots.
- d) Due to the site's proximity to the building, construction noise may be disturbing to Board employees.

SITE C
ADVANTAGES

- a) Does not require use of existing parking facilities.

DISADVANTAGES

- a) Does not have maximum access for visitors and delegates.
- b) Would require extensive repairing of grounds after building is moved.

HAMILTON & DISTRICT HOME BUILDERS' ASSOCIATION RESPONSIBILITIES:

- a) The Association would conduct an initial site inspection with Board officials and return the site to its original state.
- b) The Association will be responsible for all hook-ups (hydro, water, etc.) where applicable and also arrange for all building approvals from the City of Hamilton and the Region.
- c) The Association to provide site supervision and security and would accept responsibility in the event of damage, theft, fire liability.
- d) The Association would assist the Board of Education in co-ordinating the removal of the building to another site.

HAMILTON BOARD OF EDUCATION RESPONSIBILITIES

- a) To allow the Association use of the site from January 1, 1989 - March 6, 1989.
- b) Board of Education responsible for cost and moving of structure after its use.

- 4 -

EDUCATIONAL VALUE OF PROJECT

The Hamilton & District Home Builders' Association is amenable to the idea that this project could be utilized as an educational tool for students within the City of Hamilton's high school system.

Educators within the system would be most qualified to determine how the house project might be co-ordinated with existing educational programs, but we would suggest that technical students could participate in the construction of the house at various stages. The Hamilton & District Home Builders' Association would be willing to allow students to visit the site at different stages of construction and inform students about construction procedures. In addition, students involved in the family studies program would have the opportunity to understand how our society's changing family structure impacts upon the type of housing being built. As well, it is an opportunity for all students to be exposed to some of the newest developments in housing design and technology and perhaps consider a future career in the housing industry.

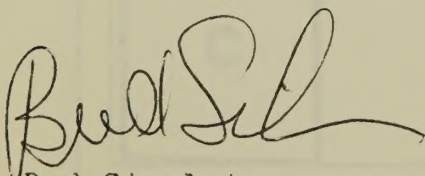
SUMMARY

The Hamilton & District Home Builders' Association is most enthusiastic about this experimental house project and confident that it will be beneficial to all parties involved. We encourage the Board of Education to utilize the resources and businesses within our community for the benefit and education of our students.

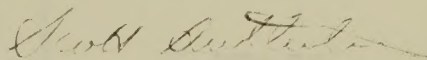
As discussed earlier, we are prepared to provide the building (excluding certain fixtures) to the Board of Education at no cost (other than the cost to remove from site) for its future use.

We hope you will seriously consider and approve our proposal. We are anxious to embark on this project with the co-operation and assistance of the Board of Education.

Yours truly,



Bud Sinclair
Chairman
'89 Conference
Planning Committee

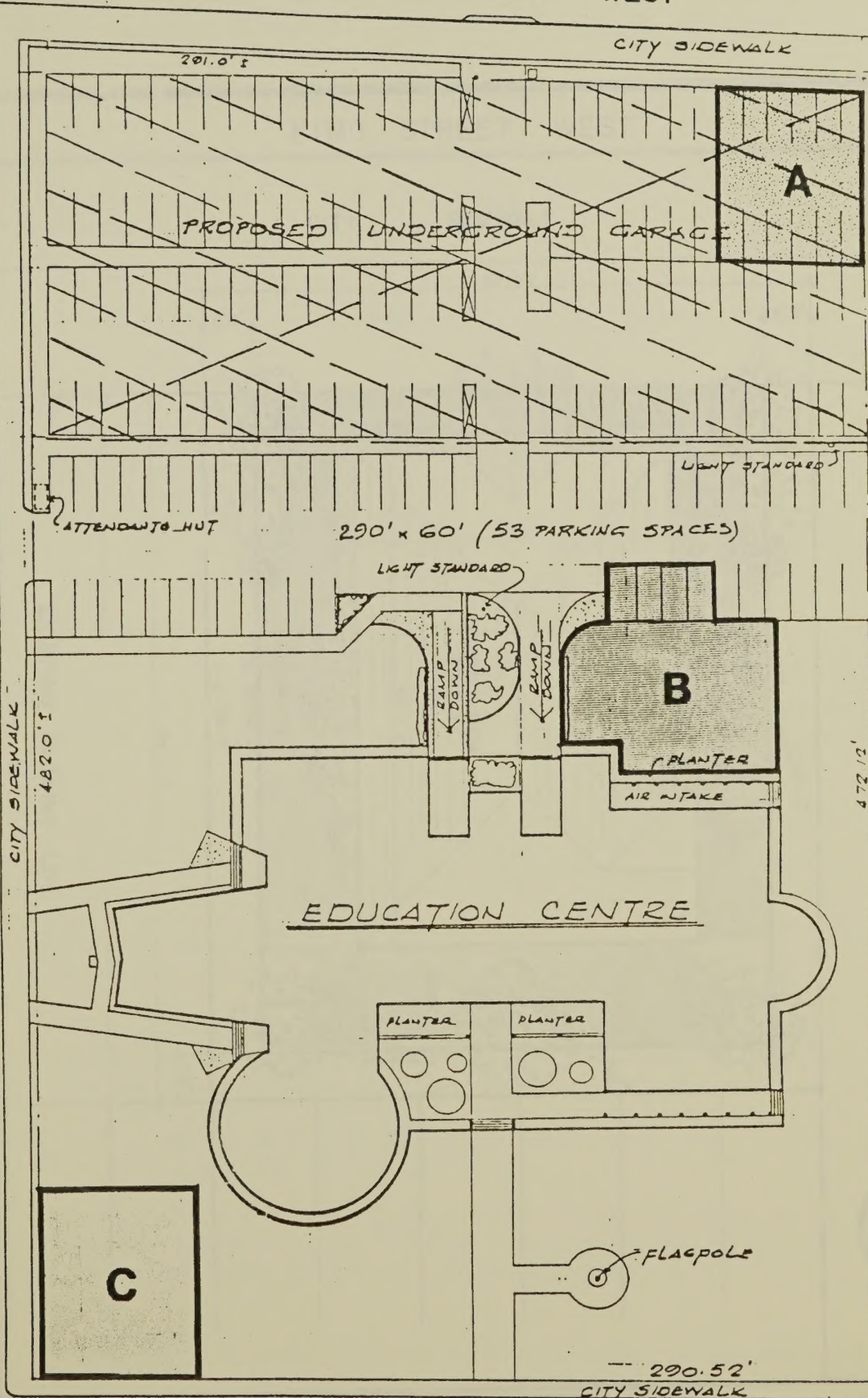


Scott Sutherland
Chairman
'89 Conference
House Project Committee

BS/SS/ama

BAY STREET SOUTH

CITY SIDEWALK
482.0' ±



MAIN STREET WEST

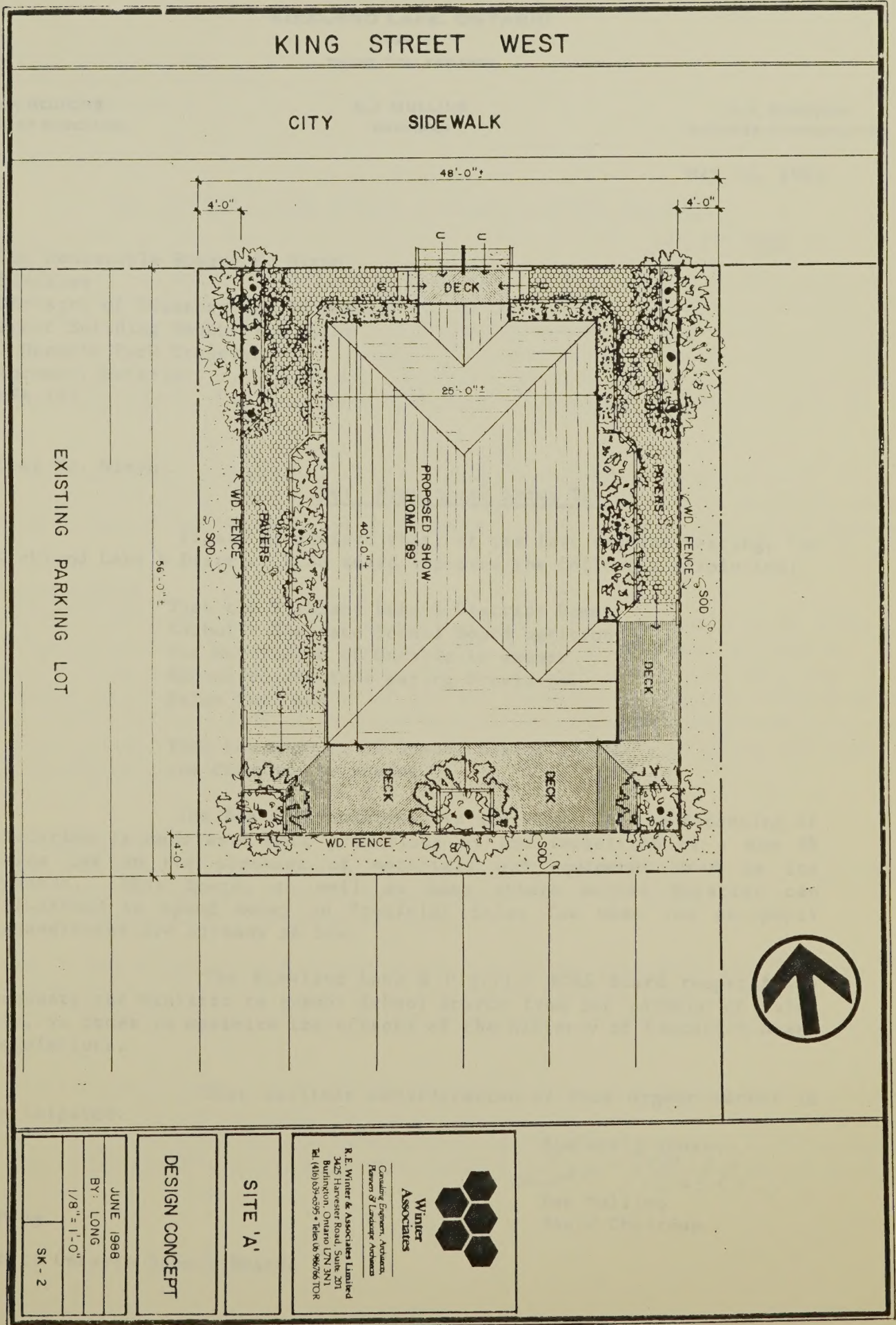


Winter
Associates

SITE PLAN

SCALE : 1" = 40'





Winter Associates
*Consulting Engineers, Architects,
 Planners & Landscape Architects*



R. E. Winter & Associates Limited
 3425 Huron Road, Suite 201
 Burlington, Ontario L7N 3N1
 Tel: (416) 636-6395 • Telex: 36766 TOR

SITE 'A'

DESIGN CONCEPT

JUNE 1988
 BY: LONG
 1/8" = 1'-0"

SK - 2



**THE KIRKLAND LAKE DISTRICT
ROMAN CATHOLIC SEPARATE SCHOOL BOARD**

PAGE 55

82 DUNCAN AVENUE
KIRKLAND LAKE, ONTARIO
P2N 1Y1
PHONE (705) 867-3327

P.R. LA ROUCHE
DIRECTOR OF EDUCATION

D.J. MULLINS
CHAIRMAN

M.S. ROCHON
BUSINESS ADMINISTRATOR

May 30, 1988

JUN 22 1988

The Honourable Robert F. Nixon
Minister
Ministry of Treasury and Economics
Frost Building South, 7th Floor
7 Queen's Park Crescent
Toronto, Ontario
M7A 1Y7

Dear Mr. Nixon:

Re: Provincial Sales Tax

Please be advised that, at its last regular meeting, the Kirkland Lake & District RCSS Board approved the following resolution:

"That the Kirkland Lake & District Roman Catholic Separate School Board petition the Government of Ontario to exempt School Boards from paying Provincial Sales Tax; and

That the support of School Boards across the Province be sought."

The Board is unanimous in its view that the financing of education is made even more precarious by the imposition of a now 8% sales tax on the purchase of materials and equipment used in its schools. This Board, as well as many others across Ontario, can ill-afford to spend money on Provincial Sales Tax when its per-pupil expenditures are already so low.

The Kirkland Lake & District RCSS Board respectfully requests the Minister to exempt School Boards from the payment of sales tax, in order to maximize the effects of the Ministry of Education Grant Regulations.

Your earliest consideration of this urgent matter is anticipated.

Sincerely yours,

Don Mullins
Don Mullins
Board Chairman

DM/eg

✓ cc to Ontario School Boards

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: ALSBO Task Force on Technological Studies

ALSBO STUDY

The ALSBO curriculum committee Task Force on Technological Studies was formed to examine issues related to technological programs in secondary schools in Ontario. This committee prepared a report for the Select Committee on Education (a Provincial Legislative Committee) which will be submitted through the ALSBO Executive Committee. The report is now complete and has been forwarded to member Boards for endorsement. Attached is summary of the findings of the ALSBO Task Force (see Appendix A). A copy of the complete report is available from the office of P. S. Beveridge.

The intent of this report is to bring Technological Studies back to its place of importance in education. In order to meet this objective, the committee prepared eleven recommendations which, if implemented, would certainly make Technical Education a viable part of our educational system.

GENERAL COMMENTS

Our society is faced with a problem that will continue to grow over the next several years. While industry will need more skilled people who have the ability to problem solve and be creative, technical courses at the secondary level have declined. To maintain a strong manufacturing society, education must provide business and industry with graduates who possess these attributes. Unfortunately, under OS:IS, it is possible for students to complete secondary school with little or no exposure to Technological Studies. Given present and future employment conditions, this does not appear to be healthy for our economy.

ALSBO RECOMMENDATIONS

As stated, there are eleven recommendations (see Appendix B) made by the Task Force Committee - all are important and worthwhile and should be considered. However, there are three recommendations that should be addressed separately:

1. **MARKETING** - A major problem for technical educators is the general public's attitude toward Technical Education. A marketing thrust by the Ministry to develop a higher profile for Technological Studies and alleviate any misconceptions about Technical Studies would appear to be essential.
2. **COMPULSORY TECHNOLOGICAL STUDIES CREDIT** - This would give a greater balance of both academic and technical experience for life in a rapidly changing world. The inclusion of a compulsory technical credit would also have a double benefit of exposing more female students to technology while providing encouragement to students to remain in school to pursue such studies.

3. **FINANCIAL SUPPORT FOR EQUIPMENT AND IN-SERVICE OF TEACHERS** - Modern equipment in schools is necessary to keep pace with today's rapidly changing technology. In-service relative to the new equipment is essential to ensure teachers are knowledgeable about operating this equipment. Not only will it be necessary to in-service technical teachers; the guidance department who plays an important role in informing students and their parents about course options must also be made further aware of the different technological options and their future value for students.

As you are well aware, in Hamilton, we have developed a Five Year Renewal Plan which is attempting to address this issue and is in concert with the majority of these recommendations.

Administration **recommends**:

That the Board of Education for the City of Hamilton endorse the recommendations contained in the Association of Large School Boards in Ontario TASK FORCE Report on Technological Studies.

Prepared and submitted by: Jim Kerr
Co-ordinator of Technological Studies

Peter S. Beveridge
Superintendent of Curriculum and Special Services (Designate)

Approved by: A. J Krever
Director of Education and Secretary

SUMMARY

The ALSBO Task Force on Technological Studies (Appendix A) was formed to examine issues related to technological programs in secondary schools in Ontario, and to prepare a position paper with recommendations for consideration by the ALSBO Curriculum Committee. The following is a summary of the findings of the Task Force.

1. Attempts to reverse the enrolment decline in Technological Studies programs require a strong statement of support from the Ministry of Education, backed by specific plans.
2. To provide a forum for continuing dialogue concerning Technological Studies programs, a provincial advisory committee should be established, including representatives of school trustees, supervisory officers, technical education administrators, teachers' federations, colleges of applied arts and technology, and business and industry.
3. The major stumbling block in the promotion of Technological Studies is the emphasis on academic courses from the beginning of a child's school career. If technology were viewed as an equal and integral part of the curriculum from the earliest grades, it would be more readily respected and accepted as a student progressed through school. Also, this would likely impact on non-traditional career choices for female students. The Task Force is recommending that the Ministry of Education introduce a policy of Technology across the Curriculum from Kindergarten to the Ontario Academic Course level.
4. Technological courses would become more acceptable to students and parents if they were not viewed as trades training only but as part of a complete education. A Technological Studies course should be a compulsory credit for the Ontario Secondary School Diploma. Again, this would likely impact on non-traditional career choices for female students.
5. It is vital to overcome the notion that students who are unable to achieve success in academic subjects turn to technological programs. Informed and capable graduates are needed to meet future challenges in the technological area. The Ministry of Education must take responsibility for a province-wide marketing thrust to develop a higher profile for Technological Studies.
6. The training aspect of Technological Studies should become part of a continuum starting in Grade 11 and continuing through community college to the workforce. The Task Force is recommending a joint program involving the Ministries of Education, Colleges & Universities, and Skills Development, which would enable students to enrol in a continuous apprenticeship, technician or technologist program. Both employers and community colleges would have a clear understanding of the student's background and knowledge.
7. Close ties with the world of work are essential to ensure that school programs remain relevant to the needs of students and the workforce. Although co-operative education programs make a significant contribution to a student's school experience, they cannot meet all the requirements of Technological Studies courses. The Task Force is proposing a

system of tax credits or grants to encourage the direct involvement of business and industry in school programs.

8. Modern equipment in schools is necessary to motivate students and to provide them with the language, techniques and processes they need in preparation for more sophisticated equipment and processes they will encounter at community college, in university engineering and in industry. School boards must have access to capital funding on a realistic and on-going basis in order to plan for future needs in technological programs. The Task Force is proposing that the Ministry of Education establish a fund for this purpose.
9. Due to rapid changes in the technologies, teachers must be given the opportunities to update their skills and knowledge in order to meet the needs of today's students and the new curriculum guidelines. The trend toward more generic programs to suit more students will require added qualifications which will in turn affect certification. On successful completion of these courses, the added qualifications should be noted and entered on the candidate's Ontario Teachers' Qualifications Record Card. This will necessitate a change in Regulation 269. The Task Force is proposing a central, computerized data bank operated by the Ministry of Education and containing a province-wide record of retraining opportunities in industry, community colleges or other institutions. In addition to providing equality of opportunity for teachers across the province, this would provide leadership from the Ministry by recognizing that technical education is relevant to today's needs.
10. The option to enable technical teachers to buy back the required trade experience for superannuation should be widely publicized and encouraged. The Ministry should consider extending the early retirement window beyond the present timeline. These two retirement incentives will provide the opportunity for the older teacher to retire with dignity and a reasonable pension, as well as provide openings for younger, more current teachers to enter the field.
11. In the future, high skills teachers will still be needed, but qualification requirements and the resulting interruption to their lives may make it difficult to draw them from industry. As a technical teacher cannot teach an academic subject without a university degree, lack of job security is also an important factor. The Ministry should review the certification and recertification of technical teachers to allow for more teaching flexibility.

Recommendation 7

That the Ontario Government offer tax credits or grant incentives to business and industry in return for their participation in technological programs in the schools.

Recommendation 8

That the Ministry of Education create a Technological Equipment Renewal Fund to encourage school boards to develop long-range plans for the upgrading of facilities and the purchase or leasing of computerized equipment required to meet new Ministry guidelines.

Recommendation 9

That the Ministry of Education develop a co-ordinated province-wide network of upgrading and retraining opportunities for technical teachers through industrial or institutional agencies and accessible through a central registry.

Recommendation 10

That the Ministry of Education investigate a possible early retirement plan tailored specifically for technical teachers, including extension of the early retirement window beyond the present timeline.

Recommendation 11

That the Ministry of Education, in co-operation with the appropriate teachers' federations, review the certification and recertification of technical teachers to allow for more teaching flexibility.

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## SUMMARY OF RECOMMENDATIONS

### Recommendation 1

That the Ministry of Education issue a strong curriculum policy statement concerning Technological Studies and that the Ministry forward this policy statement to the Ontario School Trustees' Council for endorsement.

### Recommendation 2

That the Ministry of Education create an Advisory Committee on Technological Studies including representatives of school trustees, supervisory officers, technical education administrators, teachers' federations, colleges of applied arts and technology, and business and industry.

### Recommendation 3

That the Ministry of Education develop and implement a plan to promote "Technology Across the Curriculum" from Kindergarten to the Ontario Academic Course level, to increase awareness of the impact of technology in today's society.

### Recommendation 4

That the Ministry of Education include a compulsory Technological Studies credit among those required for the Ontario Secondary School Diploma.

### Recommendation 5

That the Ministry of Education project a stronger marketing emphasis, to develop a higher and more prominent profile for Technological Studies using such media as television, newspapers and billboards, with the cost of such promotion to be assumed by the provincial government.

### Recommendation 6

That a joint program be established in co-operation with the Ministries of Education, Colleges & Universities, and Skills Development, permitting students to register in a continuous apprenticeship, technician or technologist program beginning in Grade 11 and continuing through community college to the workforce.





To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

**RE: APPROVAL OF EXTERNAL RESEARCH PROPOSALS**

Our administration has been inundated with proposals for research this year. These submissions have been evaluated by the administrative Research Screening Committee. Present guidelines stipulate that such requests must have educational value for our students and staff, must not normally be individual graduate research and must not represent commercial ventures or individual interests.

Many requests have been received which have not been brought forward for approval. Most of the studies which have been rejected require extensive time commitments by students and teachers with little opportunity for student benefit.

At this time, we are looking for direction from the Board so that we may address implementation procedures during the summer months.

**RECOMMENDATIONS:**

1. That the request of McMaster University and Chedoke-McMaster Hospitals to include our students in a study on "Conduct Disorder" be granted, provided that the involvement of students is voluntary and with parental consent.
2. That the request of the University of Toronto to include our students in a study on "Communication Development in Hearing-Impaired Children" be granted, provided that the involvement of students is voluntary and with parental consent.
3. That the request of Wilfred Laurier University to include our students in a study on "'Touching' - Evaluating the Effectiveness of a Play on Sexual Child Abuse" be granted, provided that the involvement of students is voluntary and with parental consent.
4. That the request of McMaster University and Chedoke-McMaster Hospitals to include our students in a study on "High School Drop-Outs" be granted, provided that the involvement of students is voluntary and with parental consent.

Prepared and submitted by:

Research Screening Committee:

- Peter S. Beveridge, Superintendent, Curriculum & Special Services (Designate)
- Owen Jackson, Supervisor, Research Services
- Fred Neumann, Administrative Assistant, Director

Approved by: A. J. Krever  
Director of Education and Secretary

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| <p><b>CONDUCT DISORDER STUDY</b><br/>(joint study with Dr. C. Pryor)</p> <p>Researcher: Dr. D. Offord<br/>McMaster University<br/>Chedoke-McMaster Hospitals<br/>Child and Family Centre</p> <p><u>Proposed Start:</u> 1988</p> <p><u>Description/Value to Staff and Students:</u><br/>1. To assist teachers in the identification of students who may be behaviourally disordered.<br/>2. To develop strategies for the effective management of 'at-risk' students for educators.</p> <p><u>Proposed Methodology:</u><br/>Teacher and student questionnaires on randomly drawn population.</p> <p><u>Proposed Time Requirements:</u><br/>.Administrative: Substantial<br/>.Teachers: Questionnaire on individual student basis<br/>.Students: 2200 student questionnaires to be completed at home.<br/>.Parents: Questionnaire plus home visit.</p> <p><b>Screening Committee Recommendation:</b><br/>Recommended for approval.</p> | <p><b>COMMUNICATION DEVELOPMENT IN HEARING-IMPAIRED CHILDREN</b></p> <p>Researchers: Drs. S. MacKay-Soroka and S. Trehub<br/>University of Toronto</p> <p><u>Proposed start :</u> 1988</p> <p><u>Description/Value to Staff and Students:</u><br/>To study functional communication of hearing-impaired students with a view of improving instructional techniques.</p> <p><u>Proposed Methodology:</u><br/>Individual interaction/observation and assessment of approximately 30 students in the hearing-impaired program.</p> <p><u>Proposed Time Requirements:</u><br/>.Administrative: Minimal<br/>.Teachers: None<br/>.Students: Approximately 30 students in the hearing-impaired program - 45 minutes for each student.<br/>.Parents: None</p> <p><b>Screening Committee Recommendation:</b><br/>Recommended for approval.</p> | <p><b>"TOUCHING" - EVALUATING THE EFFECTIVENESS OF A PLAY ON SEXUAL CHILD ABUSE</b></p> <p>Researchers: Dr. G. Cameron, Dr. M. Rothery and L. Tutty<br/>Wilfred Laurier University</p> <p><u>Proposed start:</u> 1988</p> <p><u>Description/Value to Staff and Students:</u><br/>To provide strategies for students to recognize and deal with sexual abuse through the dramatic presentation of a play.<br/>To measure the impact of this presentation on the children's understanding of the problems associated with improper touching.<br/>To assist students with reporting incidents of sexual abuse.<br/>To determine the lasting effect to exposure of such a play.</p> <p><u>Proposed Methodology:</u><br/>Dramatic presentation of a play, plus student questionnaires for selected classes (Grade 1, 3, 5/6). Pre-test (2 weeks). Post-test (6 months).</p> <p><u>Proposed Time Requirements:</u><br/>.Administrative: Minimal<br/>.Teachers: Minimal<br/>.Students: 180 students; 30 minutes for each student on three separate occasions.<br/>.Parents: questionnaire</p> <p><b>Screening Committee Recommendation:</b><br/>Recommended for approval.</p> | <p><b>HIGH SCHOOL DROP-OUT STUDY</b></p> <p>Researchers: Dr. A. MacFarlane<br/>McMaster University<br/>Chedoke-McMaster Hospitals<br/>Health Sciences Centre</p> <p><u>Proposed start:</u> 1988</p> <p><u>Description/Value to Staff and Students:</u><br/>To isolate specific characteristics as to why students drop out with a view of early identification and pro-active remediation.</p> <p><u>Proposed Methodology:</u><br/>.Demographic data.<br/>.Living arrangements.<br/>.Family environment, assessed through: parental bonding instrument; family assessment device; personal history questionnaire.<br/>.Person variables, assessed through: social competence questionnaire; social self efficacy; social support questionnaire; inventory to diagnose depression; multidimensional assessment of life events.</p> <p><u>Proposed Time Requirements:</u><br/>.Administrative: Minimal<br/>.Teachers: Minimal<br/>.Students: 500 students; 45 minutes each. (This is a longitudinal study requiring repeated assessments.)<br/>.Parents: None<br/>Comments: Extensive classroom time required. Longitudinal study (ongoing involvement).</p> <p><b>Screening Committee Recommendation:</b><br/>Recommended for approval.</p> |
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REPORT OF THE  
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Judith Bishop (Chairman);  
Trustees Baskin, Desmarais and Deans  
Mesdames Oommen, Trott, and Masters, Ms. Knol  
Messrs. Foster and Ormerod and Dr. Brennan

Also D. Hutton (OSSTF)  
Present: A. Kunc (HPA)

Officials Mr. P. Beveridge (Superintendent of Curriculum and Special &  
Present: Educational Services, Designate)  
Mr. B. Adams (Supervisor - Special Education)  
Mr. Fred Neumann (Administrative Assistant to the Director)

The Committee recommends:

General

- (a) That, through the Board, the Special Education Advisory Committee requests the Ministry of Education to track the effects of OS:IS on exceptional students for the next four years.

Respectfully submitted

Judith Bishop  
Chairman

Meeting Room  
1988 06 15



REPORT OF THE  
TRANSPORTATION COMMITTEE

Present: Canon Rogers (Chairman);  
Trustees Allen, Deans, Desmarais and Van Horne.

Also

Present: Trustees Clarke and Paquin.

Officials

Present: J. Penner (Superintendent of Finance and Treasurer),  
S. Wilson (Supervisor of Transportation).

The Committee recommends:

GENERAL

1. That the Hamilton Board of Education supply bus tickets to all resident students of Georges-P.-Vanier who require transportation to go to school.

Respectfully submitted,

Canon Joseph Rogers,  
Chairman.

Committee Room,  
1988 06 27.





100 Main Street West  
Hamilton, Ontario  
1988 07 12

To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

**RE: VINCENT MASSEY SCHOOL**

Since January, 1980, Vincent Massey school has accommodated the program for senior students (16-21) identified as exceptional intellectual, trainable retarded. An examination of the enrolment of this program indicates a yearly decline since 1984 (152 students) to the current enrolment of 65. The reasons for this decline and other information are outlined in the accompanying report.

Recognizing the vulnerability of a program whose enrolment will continue to shrink coupled with the success of the satellite programs, Principal McLaren, in consultation with the appropriate superintendents, initiated a Futures Committee to consider the options for Vincent Massey School. The initial "School Status" report of the committee was presented to Senior Management and the Special Education Advisory Committee. Both groups support the study of Vincent Massey for closure.

The Futures Committee, composed of Principals Wanda McLaren and Alex Kunc, Teachers Dave Davies, Walter Moir, Gladys Toze, Jackie Longden and Nettie DeBruyn, Educational Assistant Jan Hamilton, and Consultant Eric Hipkiss, realizes that closure is a possibility in the future and is currently studying alternative educational strategies that would be appropriate in meeting the specialized needs of students who will require an effective alternative program option in forthcoming years.

In accordance with the Board policy as approved in 1983 02 10 (Appendix B), it is recommended:

**That Vincent Massey be studied for closure, effective June, 1989.**

Prepared by: P. Gillie, Superintendent of Schools  
R. G. Adams, Supervisor of Special Education  
W. McLaren, Principal of Vincent Massey

Submitted by: P. S. Beveridge, Superintendent of Curriculum and Special  
Services (Designate)

Approved by: A. J. Krever  
Director of Education and Secretary





**BACKGROUND INFORMATION**

The Board of Education for the City of Hamilton has provided, since 1972, a senior program for exceptional students ages sixteen to twenty-one who are designated intellectual trainable retarded. This program has been at Vincent Massey School since January, 1980, where the school population grew from 127 students in 1980 to a high of 152 students in 1984 and declined to its current enrolment of 65 students. Please see Appendix A indicating actual and projected enrolments from January, 1980 through to January, 1992.

This decline in student enrolment can be attributed to the following:

- The secondary satellite program began with the placement, on a rotation basis, of 12 students at Hill Park Secondary School in the school year 1982-83. For the next 3 years, students in the satellite class remained on the roll of Vincent Massey School. In September, 1985, the secondary satellite program was expanded to include classes at Westdale and Sir Winston Churchill Schools. The present enrolment of secondary satellite classes is 62 students.
- Since 1984-85, there has been a reduction in the purchase of service agreements for this population of students from both the Hamilton-Wentworth Roman Catholic Separate School Board and Wentworth County Board of Education as they expanded their own service delivery.
- The last five years have also marked the closure of the three junior schools for the trainable retarded which is an indication of the success and acceptance of the integrated classes in regular elementary schools. The junior satellite model which began by providing for the higher functioning student now includes all students under age sixteen. Also, there is a practice that once a student has been in an integrated setting, a placement in a "segregated" school would not be recommended other than in exceptional circumstances.
- Annually, an average of twelve students graduate from Vincent Massey School.

**SUMMARY**

The above not only provides some explanation of the present enrolment statistics but also serves to identify the tenuous situation at Vincent Massey School. There is virtually no "feeder" source and students automatically, by legislation, graduate at age 21.

The design of an expanded satellite model which would address the needs of all senior students designated as trainable retarded appears to be a desirable alternative to pursue. The success of integration into regular schools of all the younger students, as well as of the higher functioning older students, suggests that the model can also serve this student population well. This direction appears as well to be the wishes of a growing segment of society.

It would appear that Vincent Massey School, with its present organization, will cease to be a viable program and that a creative progressive alternative must be designed and delivered by the system to continue to meet the needs of these identified students.

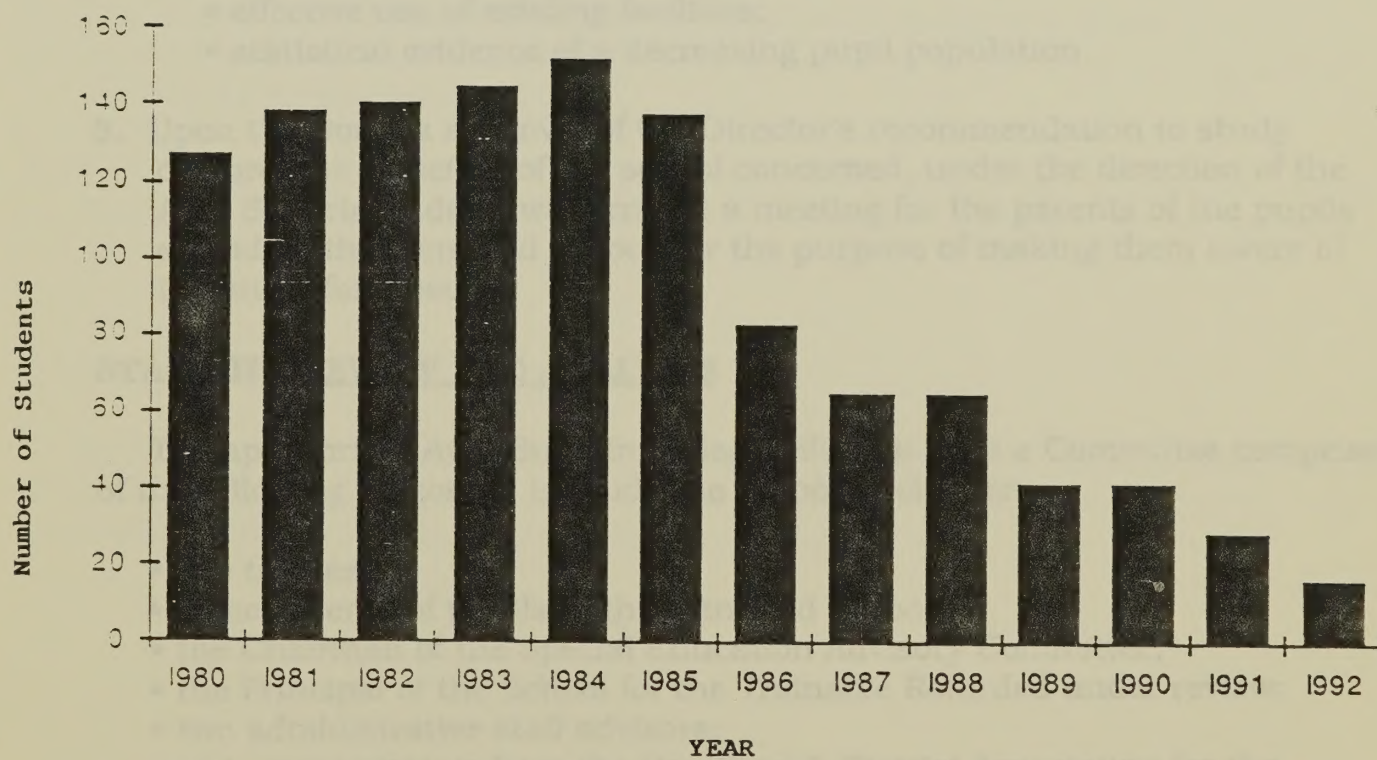
Therefore, it would appear that Vincent Massey School should be studied for possible closure sometime in the near future, preferably September, 1989.





## ACTUAL AND PROJECTED SCHOOL ENROLMENT

## VINCENT MASSEY SCHOOL







# SCHOOLS FOR THE TRAINABLE RETARDED

## CLOSURE POLICY

Approved: 1983 02 10

### STAGE I - IDENTIFICATION

1. The Director of Education shall report to the Board on enrolment trends and accommodation needs for trainable retarded pupils in the system, indicating the school(s) to be identified for further study of closure.
2. The Director's planning report will include the identification of the school(s) which meet the following criteria for possible closure:
  - effective use of existing facilities;
  - statistical evidence of a decreasing pupil population.
3. Upon the Board's approval of the Director's recommendation to study closure, the principal of the school concerned, under the direction of the Area Superintendent, will arrange a meeting for the parents of the pupils attending the identified school, for the purpose of making them aware of the study for closure.

### STAGE II - REVIEW AND ANALYSIS

The appropriate Area Superintendent will then form a Committee comprised of the following personnel to study the proposed closure:

- two trustees
- three parents of pupils in the identified school;
- the Chairman of the Special Education Advisory Committee;
- the Principal of the School for the Trainable Retarded under review;
- two administrative staff advisors;
- one representative from the Hamilton & District Association for the Mentally Retarded;
- additional resource personnel, as required.

(It is expected that one person will not represent two or more different committees.)

The Review and Analysis Committee will consider the following:

- the advantages/disadvantages of the educational program experience of the pupils in the school;
- the enrolment and population statistics;





- a statement concerning the school facility in terms of the relationship of space used for educational purposes, and the state of repair of the building;
- specific budget implications regarding enrolment, instructional costs, maintenance and operation costs;
- identification of potential pupil spaces in similar schools, taking into consideration travel time, traffic configurations, busing, lunchroom facilities;
- staffing considerations;
- any additional resources that may have to be provided.

The Review and Analysis Committee will have freedom of access to all relevant data in the preparation of the report.

The completed report will be compiled and presented to the appropriate committees.

### **STAGE III - STUDY OF RECOMMENDATIONS**

1. The Director will cause the Review and Analysis Committee's report to be studied and will forward specific recommendations to the Trainable Retarded Children's Advisory Committee.
2. The Board will then decide to accept/reject/revise the recommendations of the Director. The decision will be communicated to the identified school through the Area Superintendent.

### **STAGE IV - IMPLEMENTATION**

The administration will convene meetings to provide an appropriate orientation program for all persons affected by the Board's decision. The administration will implement the decision for closure effective June 30.





**\*\*\* Suggested Timeline \*\*\***  
**OF CLOSURE PROCEDURES:**  
***Schools for the Trainable Retarded***

- IDENTIFICATION OF SCHOOL FOR POSSIBLE CLOSURE

- FORMATION OF, AND STUDY BY, A REVIEW AND ANALYSIS COMMITTEE

**FEBRUARY 1st**

- RECEIPT BY THE DIRECTOR OF THE RECOMMENDATIONS OF THE REVIEW AND ANALYSIS COMMITTEE

**MARCH**

- STUDY OF REVIEW AND ANALYSIS COMMITTEE RECOMMENDATIONS

**APRIL**

- PRESENTATION OF THE DIRECTOR'S RECOMMENDATIONS TO THE EDUCATION MANAGEMENT COMMITTEE
- BOARD DECISION

**JUNE**

- IMPLEMENTATION OF DECISION

**Note: This page is not part of the closure policy but is provided for the guidance of trustees and the community.**





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A35

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 09 06

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Smoking Cessation Programs (from July O.M.C. - 1988 07 12).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Investment of Short Term Funds.
3. Cash Flow.
4. Progress on Building Projects - page 1.
5. Evans, Philp Account - \$51,400.75 (April 1, 1988 to June 30, 1988.)

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - pages 2-3.
2. Presentation from the Hamilton Chapter of Canadian Parents for French re: transportation (busing) for French Immersion students - please see separate brief.
3. Naming of New School in Block 79.

Sept  
6

URBAN MUNICIPAL

SEP 6 1988

GOVERNMENT DOCUMENTS

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| Budget<br>Amount | P R O J E C T                      | Aug. 15        |
|------------------|------------------------------------|----------------|
|                  |                                    | 1988           |
| 1,458,246        | Agnes MacPhail - Renovations       | 98%            |
| 710,000          | R. A. Riddell - Gymnasium Addition | 99%            |
| 675,000          | G. R. Allan - Addition             | Design<br>only |
| 2,760,000        | New School - Block 79              | Design<br>90%  |
| 1,000,000        | Fairfield Renovations              | 95%            |
|                  | Robert Land Renovations            | "              |
| 205,000          | Burkholder - Renovations           | 96%            |
| 20,000           | Buchanan Park - Library            | 95%            |
| 30,000           | W. H. Ballard - Library            | 90%            |
| 50,000           | Accessibility Modifications        | 30%            |
| 575,000          | Portables                          | 30%            |
| 12,000           | Tweedsmuir - Basement Classroom    | 100%           |
| 12,000           | Peace Memorial - French Immersion  | 100%           |
| 15,000           | Sanford Avenue - French Immersion  | 100%           |
| 160,000          | Area 4 & 5 Offices                 | 98%            |
| 75,000           | Glendale Boiler                    | 98%            |
| 50,000           | Briarwood - Science & Library      | 90%            |
|                  |                                    |                |





To The Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

- (i) Hill Park, T.R. Outdoor Education, Valens Conservation Area, 1988 09 26-27 (Monday to Tuesday)
- (ii) Hill Park, T.R., Outdoor Education, Valens Conservation Area, 1988 10 04-05 (Tuesday to Wednesday)
- (iii) Sherwood, Sr. T.R., Outdoor Education, Valens Conservation Area, 1988 10 04-05 (Tuesday to Wednesday)
- (iv) Hampton Heights, Grade 8, Quebec City, 1989 02 22-25 (Wednesday to Saturday)
- (v) Vincent Massey, Sr. T.R., Outdoor Education, Valens Conservation Area, 1988 09 26-27 (Monday to Tuesday)
- (vi) Vincent Massey, Sr. T.R., Outdoor Education, Valens Conservation Area, 1988 10 04-05 (Tuesday to Wednesday)
- (vii) Viscount Montgomery, Grades 7 & 8, Quebec City, Quebec, 1988 10 03-06, (Monday to Thursday)
- (viii) G.H.A.C. Reps. Girls' Field Hockey, Waterloo, 1988 11 03-05 (Thursday to Saturday)
- (ix) G.H.A.C. Reps. Cross Country, Kingston, 1988 11 05 (Saturday)
- (x) G.H.A.C. Girls' "AAA" Basketball, London, 1988 12 01-03 (Thursday to Saturday)
- (xi) G.H.A.C. Reps. Nordic Skiing, Barrie, 1989 02 23-24 (Thursday to Friday)
- (xii) G.H.A.C. Reps. Alpine Skiing, North Bay, 1989 02 27-28 (Monday to Tuesday)
- (xiii) G.H.A.C. Reps. Boys' Wrestling, Kingston, 1989 03 02-03 (Thursday to Friday)





- 2 -

- (xiv) G.H.A.C. Reps. Swimming, Etobicoke, 1989 03 03-04 (Friday to Saturday)
- (xv) G.H.A.C. Reps. Girls' "AAA" Volleyball, Scarborough, 1989 03 09-10 (Thursday to Friday)
- (xvi) G.H.A.C. Reps. Boys' "AAA" Basketball, Scarborough, 1989 03 09-11 (Thursday to Saturday)
- (xvii) G.H.A.C. Reps. Girls' Curling, Ottawa, 1989 03 29-31 (Wednesday to Friday)
- (xviii) G.H.A.C. Reps. Boys' Curling, Ottawa, 1989 03 29-31 (Wednesday to Friday)
- (xix) G.H.A.C. Reps. Boys' Hockey, Fort Frances, 1989 03 30-04 01, (Thursday to Saturday)
- (xx) G.H.A.C. Reps. Girls' Gymnastics, Kitchener, 1989 04 21-22 (Friday to Saturday)
- (xxi) G.H.A.C. Reps. Badminton, Ajax, 1989 05 05-06 (Friday to Saturday)
- (xxii) G.H.A.C. Reps. Boys' Soccer, Peterborough, 1989 06 01-03 (Thursday to Saturday)
- (xxiii) G.H.A.C. Reps. Girls' Soccer, Kingston, 1989 06 01-03 (Thursday to Saturday)
- (xxiv) G.H.A.C. Reps. Track and Field, Toronto, 1989 06 02-03 (Friday to Saturday)

Respectfully submitted,

K. A. Rielly,  
Director of Education  
and Secretary.

\*jep

- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)
- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)
- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)
- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)
- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)
- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)
- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)
- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)
- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)
- (1991) D.A.C. Dept. of Health, Ottawa, 1991 to 1992 (Friday)

Respectfully,  
 E. A. Smith,  
 Director of Health  
 and Services



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A35

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 10 11

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials re: (a) board employees enrolled in smoking cessation programs.  
(b) update on smoking policy.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Investment of Short Term Funds.
3. Cash Flow.
4. Appointment of Architects - New School/Renovations - pages 1 & 2.
5. Tenders - Block 79 School - page 3.
6. Report from the Superintendent of Plant re: Core School - pages 4-8.
7. Presentation from the Health & Safety Co-Ordinator re: Workplace Hazardous Materials Information System - pages 9-11.
8. Opening Exercises - pages 12-20.
9. Report from the Committee to Study Future Parking Needs - Education Centre - page 21.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Interim report from the officials re: transportation (busing) for French Immersion Students - page 22.

NEW BUSINESS:

1. Recommendations of the Director of Education - page 23.
  2. Correspondence from the Toronto Board of Education re: French As A Second Language - Teacher Shortage - pages 24-26.
  3. Report from the Officials re: Closure of Vincent Massey School - pages 27-30.
  4. Report from the Name Search Committee - Block 79 - page 31.
- Oct 11





To the Chairman and Members,  
Operations Management Committee,  
Board of Education,  
Hamilton, Ontario.

Appointment of Architects  
New School/Renovations

PART A

As a result of the recent settlement with the Ministry of Education in regard to the transfer of School facilities between the Board of Education for the City of Hamilton and the Hamilton-Wentworth Roman Catholic Separate School Board, timing is of the essence for the implementation of physical changes and new construction which is required.

Specifically the timelines noted below were included as part of the settlement:

- (i) That Elizabeth Bagshaw be transferred to the Separate School Board by July 1, 1990. This requires that:
  - (a) Approx. 10 Acres of land be severed from the original site.
  - (b) That a new school including a Day Care Centre be constructed on the severed site and be ready for occupancy by the Hamilton Board before the July 1, 1990 transfer date.
    - i.e. construction of new school must be completed before July 1, 1990.

Consequently, it is necessary to commence design work for the new school as soon as possible. It is planned that the design stage should take place during the period November 1988 to March, 1989 and that the project would be tendered and contracts awarded during the period April/May of 1989 so that construction could commence by June of 1989 for completion by June of 1990.

- (ii) That Albion School be renovated as a middle school and that appropriate renovations be provided to accommodate displaced vocational students. The timing with regard to the closing of Albion school is June 30, 1989 and accommodations will therefore be required for vocational students for September of 1989 and for middle school students for September of 1990.

Consequently, it is necessary to commence design work for the renovations required as soon as possible. It is planned that the design stage should take place during the period November, 1988 to February, 1989 and that the project(s) would be tendered March/April of 1989 for construction during May to July, 1989 for the Vocational work and July 1989 to May 1990 for the Albion location work.

(Cont'd.....)



To the United States  
Department of Agriculture  
Washington, D.C.  
Dear Sir:

Enclosed for the  
Bureau are two copies of

Page 1

The report of the United States  
Department of Agriculture  
on the subject of the  
Bureau of Plant Industry  
and the Bureau of Entomology  
and Plant Quarantine.

The report is a valuable  
contribution to the  
knowledge of the  
Bureau of Plant Industry  
and the Bureau of Entomology  
and Plant Quarantine.

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knowledge of the  
Bureau of Plant Industry  
and the Bureau of Entomology  
and Plant Quarantine.

- 2 -

It is recommended that the Superintendent of Plant be authorized upon approval of this item, to proceed to:

1. Engage an Architect for design and Supervision for work on a New Elementary School to replace Elizabeth Bagshaw.
2. Engage an Architect for design and supervision for work required in connection with renovations to Albion School and to a school to be identified for Vocational students.

#### PART B

In addition, it is desirable that design work be commenced as soon as possible with respect to the major renovations programme for 1989/1990. It is planned to be in a position to commence field work as soon as possible after Budget approval and as soon as the school involved can be made available to commence stripping and/or demolition, hopefully no later than June. Therefore, it is necessary to commence design work at this time, in order to tender as soon as possible after Board budget approval, for construction completion for the fall of 1989.

It is therefore recommended that the Superintendent of Plant be authorized upon approval of this item to proceed to:

3. Engage an Architect for preliminary design work required in connection with the Board's major renovations programme for 1989/90 in advance of 1989 Budget approval, and as required for other renovations work approved by the Board in the 1989 Budget.

Prepared and submitted by: R. T. Orlando

Approved by: K. A. Rielly

It is necessary that the Government should be able to control the  
movement of this kind of goods.

I think it is essential for the Government to have a  
comprehensive system of control.

There is a need for a system of control which will be able to  
control the movement of goods in a way which will be able to  
control the movement of goods.

The Government should be able to control the movement of goods in a way which will be able to control the movement of goods. It is essential for the Government to have a comprehensive system of control which will be able to control the movement of goods in a way which will be able to control the movement of goods.

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1988 10 06.

To the Chairman and Members,  
Operations Management Committee,  
Board of Education,  
Hamilton, Ontario.

Re: Tenders Block 79 School

Ladies & Gentlemen:

Tenders were advertised for the above project and the following prices were received:

|                                                     |             |
|-----------------------------------------------------|-------------|
| Cochren Bros. Limited,.....                         | \$3,256,000 |
| James Kemp Construction Limited.....                | 3,264,000   |
| Martin-Stewart Contracting Ltd.....                 | 3,277,000   |
| Frid Construction Company Limited.....              | 3,308,000   |
| Demik Construction Limited.....                     | 3,327,300   |
| Canadian Engineering & Contracting Co. Limited..... | 3,349,000   |

The Superintendent of Plant recommends that the tender of Cochren Bros. Limited be accepted and that a contract be awarded in the amount of \$3,256,000 and that funds be provided as noted below:

|                                                                            |              |
|----------------------------------------------------------------------------|--------------|
| Tender.....                                                                | \$ 3,256,000 |
| Architectural/Engineering Fees & Contingency                               | 290,000      |
| Furniture & Equipment                                                      | 70,000       |
|                                                                            | <hr/>        |
|                                                                            | 3,616,000    |
| Grant recoverable from Ministry of Education for<br>a Day Care Centre..... | 258,000      |
|                                                                            | <hr/>        |
|                                                                            | 3,358,000    |

If air conditioning is to be included in the contract, the cost would be in addition to the above. If the total school is to be air conditioned, the cost would be an additional \$96,728 or if air conditioning of the gymnasium zone only is to be included, an additional cost of \$19,315 would be required.

Prepared and submitted by: R. T. Orlando

Approved by: K. A. Rielly

TO THE DIRECTOR, FBI  
FROM THE DIRECTOR, FBI  
SUBJECT: [illegible]  
DATE: [illegible]

RE: [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



1988 10 06.

To the Chairman and Members,  
Operations Management Committee,  
Board of Education,  
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Core Schools

As a result of a notice of motion made on March 23, 1988, the Superintendent of Plant was requested to develop a report in regard to the administrations preparation of a general specifications guideline for the building of junior elementary schools which would address a core design and guideline for the provision of portapacks and individual portables.

Consequently, the Superintendent of Plant has investigated the feasibility of using demountable or re-locatable units to provide additional classroom space together with the core school concept as an alternative to permanent construction. In this regard several companies in the prefabricated building industry have been contacted with respect to the possibility of providing relocatable and/or demountable modular building classroom structures including Canadian Portable Structures, Page & Steel, Armteck Building Systems, Butler Manufacturing Co., Armco Canadian Building Systems, Niagara Relocatable Buildings Ltd. and Hamilton Modular Buildings Inc.

To date, the Hamilton Board has made use of standard portable classrooms as a means of providing additional classroom space when required at a specific school where it has been decided that a permanent addition to the existing school was not justified (either from a projected use and/or from a cost basis). The use of portables has proven to be a relatively fast, economical and flexible method of providing classroom space, not only in our system but also in many other jurisdictions throughout the Province. The current cost of portables together with ramps, steps, electrical hook-up and asphalt paths is approximately \$25,000 per unit.

Since the early 1980's, some Boards including Peel and York whose populations are growing very fast and whose school site locations are spread over larger geographical areas than in Hamilton, have been making extensive use of temporary relocatable/demountable classrooms. These are incorporated into a new building or are attached to an existing building after provision of an inter-connecting link between the existing and new buildings. The use of this approach has eliminated the necessity of locating the classrooms remote from the building; however, the cost approximates the cost of traditional construction. Although this approach is meant to be demountable and relocatable, to date none of the units have been relocated and therefore, the cost of this is unknown. In addition we believe that the type of exterior finish used on the units primarily metal cladding or stucco is very susceptible to damage; based on user experience, we understand that there have also been problems encountered with the interior design including ventilation, low level room and noise transmission. We have also inspected "relocatable"

(Cont'd).....



Dr. J. H. ...  
Department of ...  
University of ...  
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- 2 -

units by Eldale Structures Ltd. which are of masonry construction; however, we have reservations as to the ability to relocate these units. The supplier advises that to date, they have not undertaken a relocation. In our opinion, maintenance, relocation and re-erection would be difficult and expensive, as well aesthetically, this type of construction is not compatible with our existing buildings. Placement of the unit is also dependent on the specific site conditions and in some cases might not be practical or possible.

The core school concept is one in which administrative offices, gymnasium, library, permanent classrooms, washrooms, electrical and mechanical facilities are built initially and subsequent classroom space demands are handled by adding and removing classrooms, corridor and vestibule modules. The cost of construction is approximately the same as using traditional methods and the units would be subject to similar maintenance problems as outlined for the relocatable classroom.

With respect to the provision of specifications and guidelines for core school design, it should be noted that the Architectural firm of Page and Steel have developed guidelines under the sponsorship of the Ontario Ministry of Education for a "CORE SCHOOL" with attached interchangeable and compatible "classroom Modules". The firm would be willing to undertake a commission or work with the Board's Architect, to provide services for development of specific guidelines for the Hamilton Board of Education's requirements.

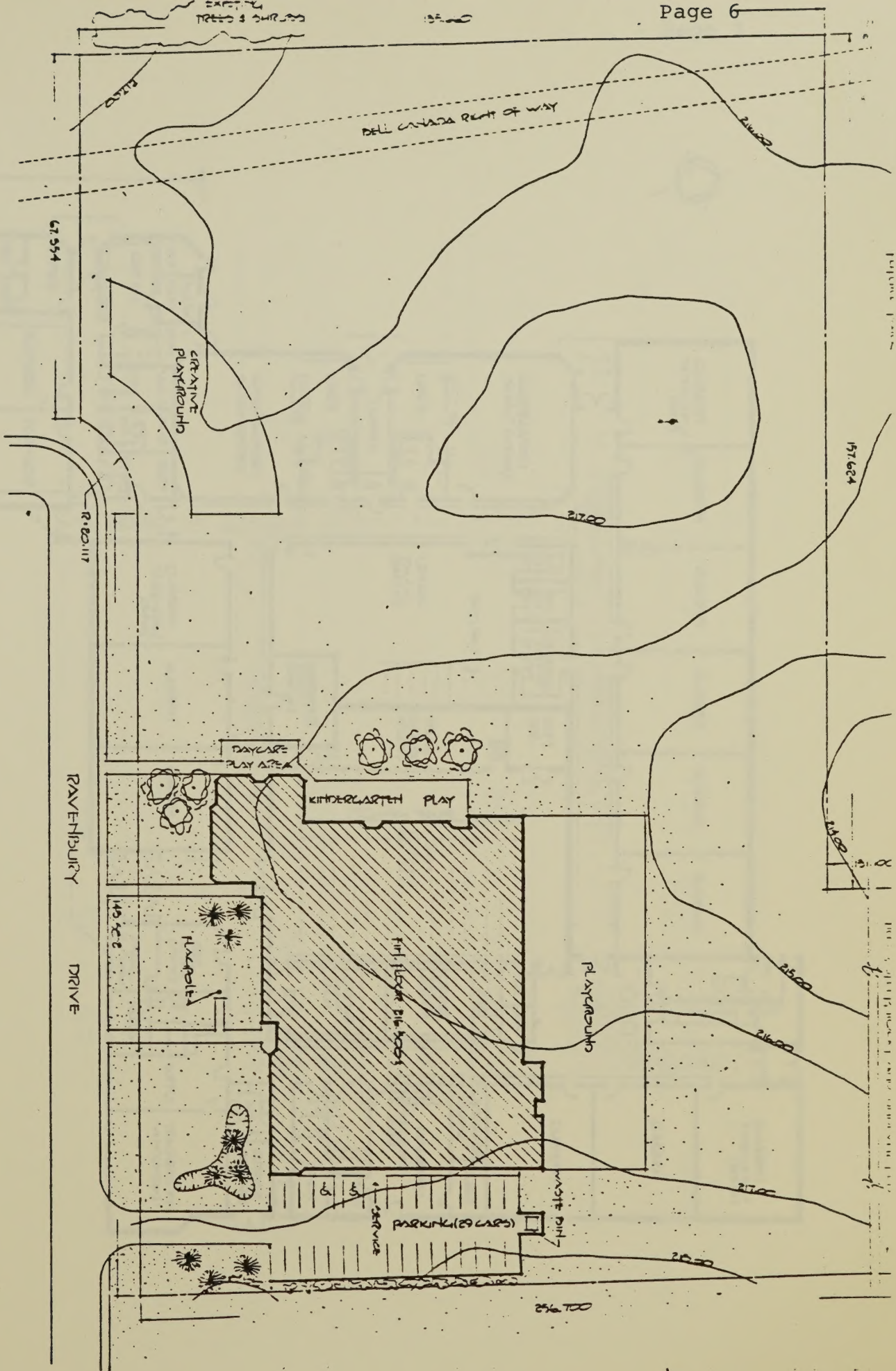
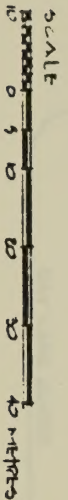
In conclusion, it is our opinion that the core school using modular, relocatable units is not advisable in our system. As an alternative, we believe that the approach and design used in the new school in Block 79 (ref. appendix A, attached) is preferable. It not only provides the essential core facility, but also allows for the capability of adding additional rooms onto the structure if required at a later date.

Respectfully submitted by: R. T. Orlando

Approved by: K. A. Rielly,  
Director of Education and Secretary.







RAVENBURY DRIVE SCHOOL  
HAMILTON BOARD OF EDUCATION  
Moeller & Hassell Architect and Engineer Inc

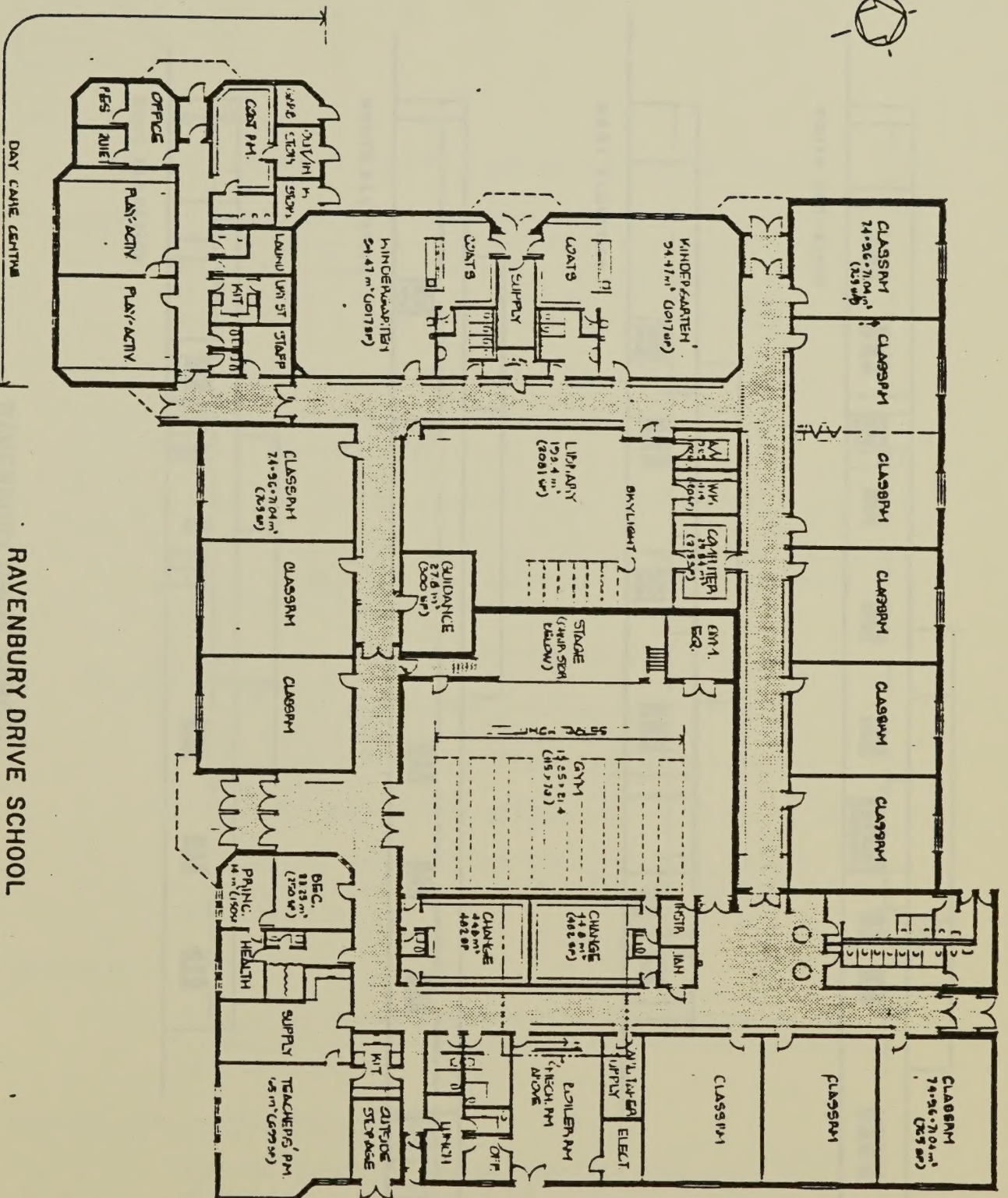
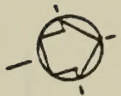
APPENDIX-A

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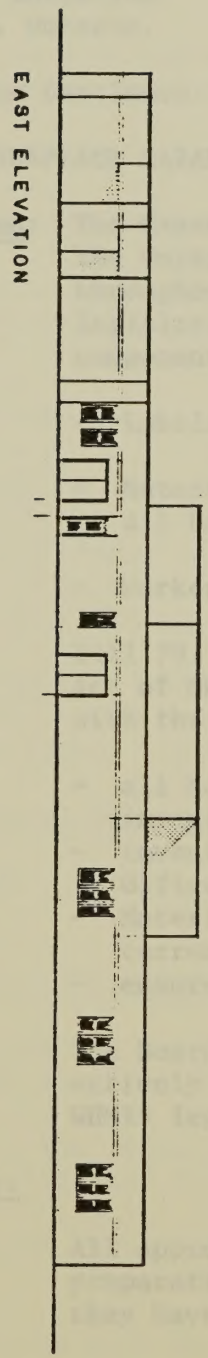
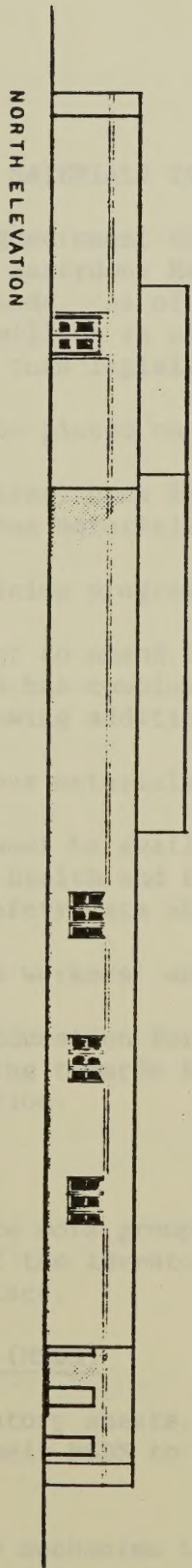
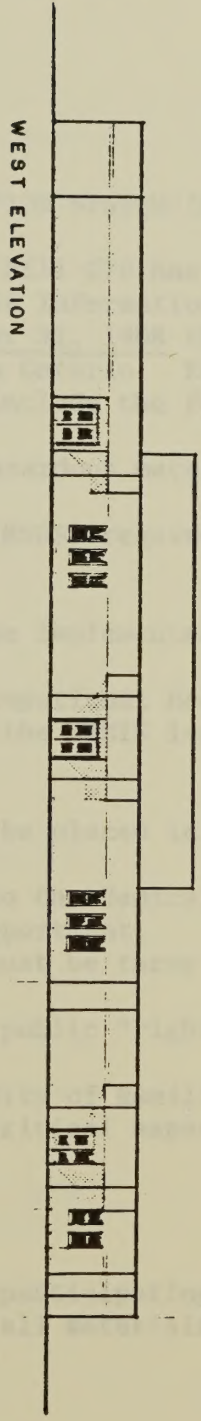
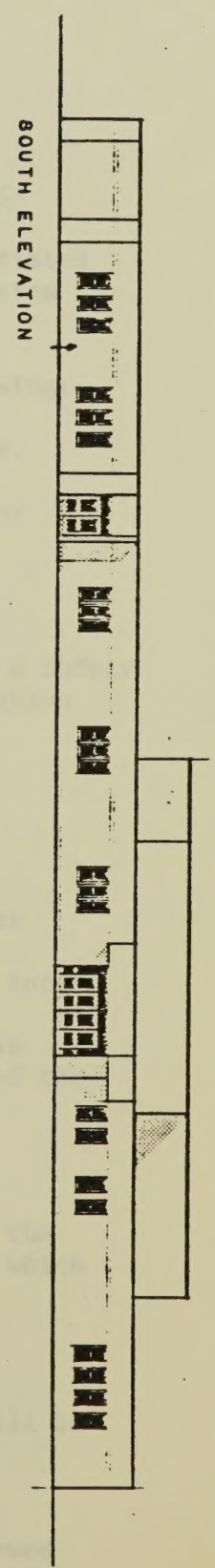


RAVENBURY DRIVE SCHOOL  
 HAMILTON BOARD OF EDUCATION  
 Moeller & Hassell Architect and Engineer Inc





Architectural drawing of a building floor plan.



RAVENBURY DRIVE SCHOOL  
HAMILTON BOARD OF EDUCATION  
Moeller & Hassell Architect and Engineer Inc





To the Chairman and Members,  
Operations Management Committee,  
Board of Education,  
Hamilton, Ontario.

1988 10 06

Ladies and Gentlemen:

#### WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM (WHMIS)

Background: The Canadian government through Bill C70 has initiated the Workplace Hazardous Materials Information System throughout Canada. As of October 31, 1988 this legislation will be in place in Ontario. Key components of this legislation include the following:

- Labels to be placed on all hazardous materials.
- Material Safety Data Sheets (MSDS) required for all hazardous materials.
- Worker training programs to be implemented.

Bill 79, an act to amend the Occupational Health & Safety Act of Ontario has complemented the WHMIS legislation with the following additions:

- all hazardous materials must be placed in an inventory.
- inventory must be available to the Medical Officer of Health and Fire Department.
- Material Safety Data Sheets must be three years current.
- ensures the workers' and the public "right to know".

The Board of Education for the City of Hamilton is actively working towards those critical aspects of the WHMIS legislation.

#### Inventory:

All appropriate work groups are participating in the preparation of the inventory of all materials in which they have contact.

#### Material Safety Data Sheet (MSDS)

From the inventory sheets, specific substances will be reviewed by their MSDS to identify any hazardous components.

An appropriate mechanism is presently being reviewed where labels would be produced in a central location, distributed throughout the school system, where the need exists.

To the President and Members  
of the House of Representatives  
Washington, D.C.

Dear Mr. President:

**WOMEN'S RIGHTS NATIONAL DEMOCRATIC PARTY (WDRNDP)**

The WDRNDP is a national organization that was established in 1981. It is a 501(c)(3) organization and is not affiliated with any political party. The WDRNDP is dedicated to the advancement of the rights of women and to the promotion of equality for all people. The WDRNDP is currently working on a number of projects, including the development of a national network of women's centers and the establishment of a national fund for the advancement of women.

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Sincerely,

The WDRNDP is currently working on a number of projects, including the development of a national network of women's centers and the establishment of a national fund for the advancement of women.

WOMEN'S RIGHTS NATIONAL DEMOCRATIC PARTY (WDRNDP)

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-2-

Worker Training

All workers exposed to hazardous materials must receive WHMIS training. Training will be given in the areas of:

|                     |                            |
|---------------------|----------------------------|
| Cleaners/Caretakers | Appropriate Clerical Staff |
| Science             | Art                        |
| Technical Studies   | Family Studies             |

Training must be started the latter part of October, 1988 and completed February 1, 1989.

## Projected Costs for 1988:

|                                                   |                  |            |
|---------------------------------------------------|------------------|------------|
| <u>Labels</u> , Hazard Awareness Charts (125)     | =                | \$1,850.00 |
| 3" x 5" Paper Labels (5,000)                      | =                | 1,300.00   |
| Software Package                                  | =                | 500.00     |
| <u>Inventory</u> - Software Package               | =                | In house   |
| Data Input:                                       | to be determined |            |
| <u>Material Safety Data Sheet</u> - binders (200) | =                | 820.00     |
| Paper - Printing                                  | =                | 250.00     |

Worker Training:

|                                                                  |   |          |
|------------------------------------------------------------------|---|----------|
| Information pamphlet (+WHMIS booklet) to all Board staff (4,000) | = | 4,000.00 |
|------------------------------------------------------------------|---|----------|

There are approximately 1,400 board employees who will need specific training in this area.

|                                                             |   |                    |
|-------------------------------------------------------------|---|--------------------|
| Initial Cost: Leaders Guide Books and Audio Visual Material | = | 1,500.00           |
| Employee Work Books (100)                                   | = | 3,000.00           |
| Research and development of board workbooks                 | = | <u>1,000.00</u>    |
| Total                                                       | = | <u>\$14,220.00</u> |





-3-

Staff Assistance

A temporary position (technician), for up to one year, will be necessary to ensure compliance.

Existing funds allocated for the Safety Co-op Student will be utilized for this purpose. For 1989 any additional funds, above those already identified for the Safety Co-op Student, will be identified in the budget forecast.

This position will be critical in assisting all staff in the inaugural aspects of WHMIS particularly in establishing appropriate systems and practices relating to inventory, Material Safety Data Sheets and labels.

WHMIS Steering Committee

With the assistance of the Associate Director of Education, key individuals have been brought together representing various aspects of this board's operations. It will be the duty of this steering committee to provide the necessary guidance and advice to ensure WHMIS compliance within the appropriate time constraints.

Recommendations

1. The WHMIS Steering Committee be endorsed in its mandate to ensure legislative compliance.
2. That 1988 WHMIS costs of \$14,500 be allocated.
3. That 1989 budget costs be identified as soon as possible and placed in the budget forecast.

Prepared By: Wm. V. Urie, C.E.T.,  
Co-ordinator, Occupational Health & Safety

Submitted By: D.B. Sinclair,  
Superintendent of Human Resources

Approved By: K. A. Rielly  
Director of Education and Secretary

Section 1

1. The first part of the document is devoted to the study of the general principles of the theory of the function  $f(z)$  in the case when the function is analytic in the domain  $D$ . The second part is devoted to the study of the properties of the function  $f(z)$  in the case when the function is meromorphic in the domain  $D$ . The third part is devoted to the study of the properties of the function  $f(z)$  in the case when the function is entire.

Section 2

2. The first part of the document is devoted to the study of the general principles of the theory of the function  $f(z)$  in the case when the function is analytic in the domain  $D$ . The second part is devoted to the study of the properties of the function  $f(z)$  in the case when the function is meromorphic in the domain  $D$ . The third part is devoted to the study of the properties of the function  $f(z)$  in the case when the function is entire.

Section 3

3. The first part of the document is devoted to the study of the general principles of the theory of the function  $f(z)$  in the case when the function is analytic in the domain  $D$ . The second part is devoted to the study of the properties of the function  $f(z)$  in the case when the function is meromorphic in the domain  $D$ . The third part is devoted to the study of the properties of the function  $f(z)$  in the case when the function is entire.

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Education Centre,  
100 Main Street West,  
Hamilton, Ontario.  
1988 10 06

To the Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

**Re: Religious Opening Exercises in Our Schools**

The background information leading up to the decision of the Ontario Court of Appeal on this topic, along with the directive from Bernard Shapiro, Deputy Minister of Education, are attached to this memo for your information.

Based on the information we received and in consultation with other officials and the Chairman of the Board, school principals were advised as outlined in the memo from the Associate Director.

We have received a copy of the Toronto Board of Education's document, "Readings and Prayers for use in Toronto Schools". This is an in-depth publication that has been extensively researched and written with the assistance of religious and community leaders in Toronto (see attached table of contents). Trustees may wish to consider the direction we should take in the development of a list of readings or prayers that would "reflect the realities and traditions of Ontario society".

**RECOMMENDATION:**

**That this report be accepted for information, discussion  
and direction to the officials by the Trustees.**

Prepared and submitted by: K. A. Rielly,  
Director of Education and Secretary.

attach.  
-as







# EDUCATION LAW UPDATE

## ONTARIO PUBLIC SCHOOL TRUSTEES' ASSOCIATION

*Serving Ontario's Public School Trustees*

September 27, 1988

### RELIGIOUS OPENING EXERCISES

The Ontario Court of Appeal, in a decision released September 23rd has found that religious exercises prescribed for the opening or closing of the school day in public schools, infringe upon the freedom of religion and conscience guaranteed in the Canadian Charter of Rights and Freedoms.

The appeal overturns the decision of the Divisional Court of the Supreme Court of Ontario in Re Zylberberg v. Director of Education of Sudbury Board of Education where the Divisional Court approved of mandatory opening religious exercises in public schools as provided for in Regulation 262 under the Education Act.

The daily opening exercises in all schools at the Sudbury Board of Education include the singing of O Canada and the saying of the Lord's Prayer. In some schools scripture passages are also read. At the request of a parent, a child is excused from the classroom during the exercises or, if he or she remains in the room, is not required to participate.

At issue was s.28(1) of Regulation 262 under the Education Act which reads:

28(1) A public school shall be opened or closed each school day with religious exercises consisting of the reading of the Scriptures or other suitable readings and the repeating of the Lord's Prayer or other suitable prayers.

The Court of Appeal concluded that s.28(1) of the Regulations is of no force or effect because it interferes with the appellant's freedom under s.2(a) of the Charter which declares:

2. Everyone has the following fundamental freedoms:
  - (a) freedom of conscience and religion;

There was much discussion of the right to be excused from class or to be exempted from participating contained in s.28(10) of the Regulations. The unqualified right to be excused from taking part in any religious exercise was relied upon by the Divisional Court in coming to their conclusion that there was no infringement of Charter freedoms.

The Court of Appeal, however, disagrees. After reviewing U.S. cases and the report of the Mackay Committee, the Court of Appeal concluded at pg. 26 that:

.../2

*For A Strong Public School System*





-2-

"the right to be excused from class, or to be exempted from participating, does not overcome the infringement of the Charter freedom of conscience and religion by the mandated religious exercises. On the contrary, the exemption provision imposes a penalty on pupils from religious minorities who utilize it by stigmatizing them as non-conformists and setting them apart from their fellow students who are members of the dominant religion. In our opinion, the conclusion is inescapable that the exemption provision fails to mitigate the infringement of freedom of conscience and religion by s.28(1)."

The Court of Appeal considered the application of s.1 of the Charter to justify the infringement .

Section 1 of the Charter provides:

1. The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society."

The Court of Appeal concluded that because the very purpose of s.28 violated the Charter it was incapable of justification under s.1.

The Court made note of the experiences and practices of the Toronto Board of Education. The Toronto Board had undertaken a re-examination of religious exercises. This led, in 1979, to the formation of an interdenominational committee to recommend suitable prayers and religious readings. In 1980, the committee published a book of prayers and readings which was revised in 1981 and again in 1984. The readings and prayers in the book are drawn from a number of sources including Bahaism, Buddhism, Christianity, Confucianism, Hinduism, Islam, Jainism, Judaism, People of Native Ancestry, Secular Humanism, Sikhism and Zoroastrianism. The book has been used in Toronto public schools for opening exercises since 1980.

The Toronto exercises now consist of the singing of O Canada, the reading of one or more selections from the book, followed by a moment of silent meditation and sometimes by comments by the teacher or principal, on the origins of the selections used.

While saying that the practices of the Toronto Board are less intrusive than the reading of the Lord's Prayer, the Court refused to express any opinion as to whether they might give rise to Charter scrutiny because the issue was not before them. They did state, however, that the Toronto experience shows that it is not necessary to give primacy to the Christian religion in school opening exercises and that they can be more appropriately founded upon the multicultural traditions of our society.







-3-

The decision only deals with religious opening exercises. The issue of religious education in public schools was dealt with in Canadian Civil Liberties Association v. Elgin County Board of Education (see Education Law Update dated April 7, 1988) and is now under appeal to the Court of Appeal. It is significant to note that the decision relied in part on the right to an unqualified exemption from instruction in religious education to uphold Regulation 262.

Where does all this leave public school boards? The Minister of Education is quoted as saying that it will take a week or two before a decision is made to either appeal the ruling or change the Education Act.

The decision renders s.28(1) of Regulation 262 null and void. This is the section which mandates religious opening exercises. Without this section school boards probably do not have the authority to provide religious opening exercises and if they do choose to provide religious opening exercises, leave themselves vulnerable to Charter action.

School boards are best advised to cease the practice of reading the Lord's Prayer or other religious opening exercises until the matter is fully clarified by the Ministry of Education.

It would appear that the Court of Appeal decision would allow non-denominational or inspirational readings to begin the school day. These would not be considered "religious" readings. School boards may wish to begin this practice in place of the reading of the Lord's Prayer or other religious readings.

It is worth repeating that while the Toronto Board practices were referred to, the Court of Appeal did not pass judgment on them.

A copy of the decision (86 pages) is available by contacting the OPSTA office at (416) 239-1101.

For more information contact: John Jakub  
Director of Legal and Personnel Services







Deputy Minister  
Sous-ministre

Ministry  
of  
Education  
Ministère  
de  
l'Éducation

(416) 965-2605

Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2

Édifice Mowat  
Queen's Park  
Toronto (Ontario)  
M7A 1L2

Memorandum to: Directors of Education

From: Bernard Shapiro  
Deputy Minister

Date: September 28, 1988

Re: Court of Appeal Decision Concerning  
Religious Exercises

The Ministry of Education is responding to requests from school boards for guidance concerning the way boards should comply with the decision of the Ontario Court of Appeal regarding Ontario Regulation 262 ss.28(1). The decision of the Court, dated September 23, 1988, struck down subsection 28(1). This subsection, and the decision of the Court relating to it, has no effect in schools operated by Roman Catholic separate school boards.

The response of the Ministry is based on the advice of Ministry legal counsel. The Ministry is continuing to consider its legal and policy options with respect to the Court decision.

Under Ontario Regulation 262 ss.28(1):

"A public school shall be opened or closed each day with religious exercises consisting of the reading of the Scriptures or other suitable readings or the repeating of the Lord's Prayer or other suitable prayers."

There is no other provision of the Education Act or its regulations that makes opening or closing exercises mandatory in elementary public schools. However, Ontario Regulation 262 s.4 states:

"The opening or closing exercises in a school shall include O Canada and may include God Save the Queen."





- 2 -

A board may, at this time, exercise its discretion not to have opening exercises in its elementary schools.

Where opening or closing exercises are continued, boards are advised that they:

- a) may include God Save the Queen,
- b) shall include O Canada, and
- c) shall respect the spirit of the Court of Appeal decision in that:

any readings or prayers must reflect the multicultural realities and traditions of Ontario society, and

one religion must not be given a position of primacy.

It should be noted that Ontario Regulation 262 ss.29(1), dealing with religious exercises in secondary schools, was not before the Court of Appeal and no decision was made by the Court with respect to it. However, it is expected that boards will ensure that opening and closing exercises conducted under this subsection will respect the spirit of the Court of Appeal decision.

*for Mariette Carrier Fraser*  
Bernard J. Shapiro  
Deputy Minister







# News release

Communication Services Branch, Mowat Block, 14th floor  
Queen's Park, Toronto, Ontario M7A 1L2

# Communiqué

Direction des communications, Édifice Mowat, 14<sup>e</sup> étage  
Queen's Park, Toronto (Ontario) M7A 1L2

Reference: Jack Berryman  
(416) 965-2228

September 27, 1988  
For Immediate Release

The Ministry of Education has received inquiries from school boards seeking guidance about the way boards should comply with the decision on Friday, Sept. 23, of the Ontario Court of Appeal regarding Section 28(1) of Ontario Regulation 262 concerning religious exercises.

Section 28(1), which the Court struck down, stated,

"A public school shall be opened or closed each day with religious exercises consisting of the reading of the Scriptures or other suitable readings or the repeating of the Lord's prayer or other suitable prayers."

The Ministry is advising boards that under another section of Regulation 262, Section 4, a board may exercise its discretion to offer opening exercises, on the condition that such exercises respect the spirit of the Court of Appeal's decision.

Regulation 262, Section 4, states,

"The opening or closing exercises in a school shall include O Canada and may include God Save the Queen."

If a board chooses to continue with opening exercises, it may do so provided that any readings and prayers reflect the multicultural realities and traditions of Ontario society, and provided that no one religion is given a position of primacy.

An example of such opening exercises is provided by the interfaith program for religious exercises used by schools in The Board of Education for the City of Toronto.

This advice, based on the interpretation of the Court of Appeal's decision by Ministry legal counsel, is being offered to boards as an interim measure as the Ministry continues to consider its legal and policy options with respect to the Court of Appeal's decision.







# MEMORANDUM

1989 10 03.

TO: Superintendents of Schools  
All Principals

FROM: A. L. Stockwell, Associate Director of Education

RE: ATTACHED MEMORANDUM -- COURT OF APPEAL DECISION CONCERNING  
RELIGIOUS EXERCISES

A copy of the Ministry of Education Memorandum regarding the Court of Appeal Decision Concerning Religious Exercises is attached to this memo.

Schools are encouraged to continue with opening exercises. If opening exercises are held, they must include O Canada and may include readings or prayers which reflect the multicultural realities and traditions of Ontario. Further, it is important that no one religion be given a position of primacy.

In the near future, a list of materials suitable for use in opening exercises will be provided to the schools.

A. L. Stockwell,  
Associate Director of Education  
kd  
encl.





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REPORT OF THE COMMITTEE

TO STUDY FUTURE PARKING NEEDS - EDUCATION CENTRE

Present: Mrs. Marion Lowe (Chairman);  
Trustees Clarke, Deans, McMurrich and Van Horne.

Also

Present: Trustee Whiteman.

Officials K. A. Rielly (Director of Education and Secretary)

Present: B. Orlando (Superintendent of Plant)  
P. Shewfelt (Controller)

The Committee recommends:

GENERAL

- (a) That the Committee to Study Future Parking Needs invite the the City of Hamilton to specifically respond to the Mayor's letter of 1987 12 22.

Respectfully submitted,

Marion Lowe,

Chairman.

Committee Room,  
1988 09 27.



100 Main Street West  
Hamilton, Ontario  
1988 10 03

To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

**Re: Response to the Canadian Parents For French (CPF) Submission  
Regarding Provision of Transportation For French Immersion Students**

---

During our study of the CPF submission regarding the provision of transportation for French Immersion students, it became clear to our committee that there were a number of program implications in addition to financial considerations.

Areas such as the following require further study:

- Staffing
- Class size
- Registration procedures
- Setting precedents in respect to other programs
- French Immersion Gifted
- Non-resident French Immersion students

During October, our committee will continue to review the aforementioned and other issues in order to prepare a comprehensive report for the November Operations Management meeting.

Prepared & Submitted by: Peter S. Beveridge, Superintendent of Curriculum and  
Special & Educational Services

Approved by: Keith A. Rielly  
Director of Education & Secretary

/ae





Education Centre,  
100 Main Street West,  
Hamilton, Ontario,  
1988 10 06.

To The Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That up to 100 students from the Grade 12 Urban Geography and Travel and Tourism course from Hamilton Secondary Schools be permitted to attend a 4 day field trip to Montreal, Quebec, 1988 11 02-05 (Wednesday to Saturday)
- (b) That one teacher for every 15 students, plus the Geography Coordinator or designate, supervise the geography field study to Montreal, 1988 11 02-05 and that each receive \$180 for their expenses.
- (c) That the following trip requests be approved:
  - (i) Glendale, Grades 10-OAC, Paris, France, 1989 03 09-18 (Thursday to Saturday)
  - (ii) Hill Park, Grades 9-13, Quebec City, Quebec, 1989 05 18-21 (Thursday to Sunday)
  - (iii) Sir Winston Churchill, Grades 9-13, Kissing Bridge, New York, 1989 01 30 (Monday)
  - (iv) Adelaide Hoodless, Grades 7-8, Quebec City, Quebec, 1989 05 07-10 (Sunday to Wednesday)
  - (v) Lake Avenue, Grades 6-7, Outdoor Education, Camp Wanakita, 1989 01 22-25 (Sunday to Wednesday)
  - (vi) Westview, Grade 8, Battlefield House, Niagara Falls, New York, 1988 10 26 (Wednesday)

Respectfully submitted,

K. A. Rielly,  
Director of Education  
and Secretary.

\*jep





Education Centre,  
100 Main Street West,  
Hamilton, Ontario,  
1988 09 29.

To The Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

**RE: Correspondence from the Toronto Board of Education re: French As A  
Second Language - Teacher Shortage**

A copy of the attached information received from the Director of Education of the Toronto Board of Education has been circulated and discussed with the appropriate Board officials.

In light of the present problems and difficulties anticipated in the future in hiring staff with French As A Second Language qualifications, we endorse the recommendations outlined in the letter.

**RECOMMENDATION:**

That the Hamilton Board of Education endorse the position taken by the Toronto Board of Education with respect to French As A Second Language and instruct officials to write to the Minister of Colleges and Universities to reinstate French as an option in the Primary/Junior Pre-service program.

Respectfully submitted,

K. A. Rielly,  
Director of Education  
and Secretary.

\*jep





Director  
 Edward N. McKeown  
 Associate Director - Operations  
 D. Bruce Snell  
 Associate Director - Program  
 Charles W. Taylor  
 Associate Director - Personnel  
 Helen I. Sissons  
 Comptroller of Buildings and Plant  
 Michael J. Rose  
 Comptroller of Finance  
 David S. Paton  
 Superintendent of Information Services  
 Linda Grayson

# TORONTO BOARD OF EDUCATION



155 College Street,  
 Toronto, Ontario, M5T 1P6  
 (416) 598-4931

Walter A. James  
 Superintendent of  
 Administrative Services

SEP 1 1988

August 30, 1988

Mr. Arnold J. Krever  
 Director of Education  
 Hamilton Board of Education  
 Box 558  
 Hamilton, Ontario  
 L8N 3L1

Dear Mr. Krever:

## **French as a Second Language - Teacher Shortage**

The Toronto Board of Education, at its meeting on June 30, 1988, considered a report of its officials concerning the shortage of FSL teachers and possible solutions to the situation which were submitted by Professors Lewin and Hainsworth representing the Faculties of Education at York University and the University of Toronto, respectively.

The proposed solutions included:

- (i) Asking the Ministry of Colleges and Universities to reinstate French as an option in the Primary-Junior Pre-service Program at Ontario Faculties of Education.
- (ii) Founding a language institute for teachers to provide upgrading French courses in release time, summers, and evenings, in order to allow teachers to achieve the proficiency level needed to enter FSL qualifications courses.
- (iii) Asking the Ministry of Colleges and Universities and the Ministry of Education to increase funding or grants to encourage faculties to increase their intake of potential French teachers.

.../2







- 2 -

- (iv) Exerting pressure on the central administration of the University of Toronto to provide additional funds for FSL qualifications courses at the Faculty of Education of the University of Toronto.

The Toronto Board of Education has requested the Minister of Colleges and Universities to reinstate French as an option in the Primary-Junior Pre-service Program. The Board has also requested that measures be taken to encourage faculties to increase their intake of potential French teachers. Similar requests have been sent to the Minister by the Modern Languages Council of the greater Metropolitan Toronto area.

The Toronto Board of Education undertook a variation of the Language Institute proposal in 1984-85 but found it too costly for an individual Board in relation to the results. A similar project is being launched by the Ontario Secondary School Teachers' Federation and is being piloted in Northern Ontario.

The Dean of the Faculty of Education at the University of Toronto is aware of the need and has obtained permission and funding for an additional section (25 candidates) of French as an Option in the Junior-Intermediate Pre-service Program in 1988-89. This represents a modest increase over the enrolment of FSL candidates in 1987-88.

The Toronto Board of Education decided to request all School Boards in Ontario to endorse the Toronto Board of Education's position that French be reinstated as an option in the Primary-Junior Pre-service Program at Ontario Faculties of Education, by writing to the Ministry of Colleges and Universities and requesting the reinstatement of French as an option in the Primary-Junior Pre-service Program.

Yours very truly,

*E. N. McKee*

Director of Education





100 Main Street West  
Hamilton, Ontario  
1988 10 11

To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

RE: VINCENT MASSEY SCHOOL

At the July 1988 Board Meeting in accordance with the Board Closure Policy (approved 1983 02 10) it was recommended:

That Vincent Massey be studied for closure, effective June 1989.

In accordance with the Closure Policy certain procedures are to be carried out in the study. Attached is the Closure Policy with the activities and dates that are planned to carry out the study.

Prepared by: P. Gillie, Superintendent of Schools - Area 4  
W. McLaren, Principal of Vincent Massey

Submitted by: P. Gillie - Superintendent of Schools - Area 4

Approved by: K. A. Rielly  
Director of Education and Secretary



**PLANS OF ACTION AND TARGET DATES FOR STUDY**  
**FOR VINCENT MASSEY SCHOOL**

**SCHOOLS FOR THE TRAINABLE RETARDED**

**CLOSURE POLICY**

Approved: 1983 02 10

**ACTIVITIES AND DATES**

**STAGE I - IDENTIFICATION**

- |                                                                                                                                                                                                                                                                                                                                    |   |                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. The Director of Education shall report to the Board on enrolment trends and accommodation needs for trainable retarded pupils in the system, indicating the school(s) to be identified for further study of closure.</p>                                                                                                     | → | <p>June 1988    S.E.A.C. supported<br/>July 1988    meeting of the Board<br/>recommended the school<br/>be studied for closure</p>                                                                                                                                       |
| <p>2. The Director's planning report will include the identification of the school(s) which meet the following criteria for possible closure:</p> <ul style="list-style-type: none"> <li>• effective use of existing facilities;</li> <li>• statistical evidence of a decreasing pupil population.</li> </ul>                      |   |                                                                                                                                                                                                                                                                          |
| <p>3. Upon the Board's approval of the Director's recommendation to study closure, the principal of the school concerned, under the direction of the Area Superintendent, will arrange a meeting for the parents of the pupils attending the identified school, for the purpose of making them aware of the study for closure.</p> | → | <ul style="list-style-type: none"> <li>- Principal and Superintendent met in September 1988 to prepare a plan</li> <li>- notify community through a Newsletter and invite community to an information awareness meeting on TUESDAY OCTOBER 18, 1988 7:00 P.M.</li> </ul> |

**STAGE II - REVIEW AND ANALYSIS**

The appropriate Area Superintendent will then form a Committee comprised of the following personnel to study the proposed closure:

- two trustees
- three parents of pupils in the identified school;
- the Chairman of the Special Education Advisory Committee;
- the Principal of the School for the Trainable Retarded under review;
- two administrative staff advisors;
- one representative from the Hamilton & District Association for the Mentally Retarded;
- additional resource personnel, as required.

See next page  
for members

(It is expected that one person will not represent two or more different committees.)

The Review and Analysis Committee will consider the following:

- the advantages/disadvantages of the educational program experience of the pupils in the school;
- the enrolment and population statistics;

**First Meeting Scheduled**

- Tuesday October 25, 1988  
(Time to be decided)





Review and Analysis Committee

|                      |                                                                                                                                                                                                                |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chair                | P. Gillie - Superintendent of Schools<br>Area 4                                                                                                                                                                |
| Trustees             | H. Detwiler<br><br>P. Kennedy                                                                                                                                                                                  |
| Parents              | to be selected at the October 18 meeting<br>(notice will indicate this)                                                                                                                                        |
| S.E.A.C.             | Judith Bishop                                                                                                                                                                                                  |
| Principal            | W. McLaren                                                                                                                                                                                                     |
| Administrative Staff | E. Hipkiss - Special Education Consultant<br>Area 4<br><br>R. Adams - Co-ordinator of Special Education                                                                                                        |
| Representative       | B. Tallman - Executive Director<br>Hamilton and District Association for the<br>Mentally Retarded                                                                                                              |
| Additional Resources | As required -<br><br>. O. Jackson - Research Services<br><br>. R. Orlando - Superintendent of Plant<br><br>. P. Shewfelt - Superintendent of<br>Finance<br><br>. Futures Committee of Vincent Massey<br>School |





## PLANS OF ACTION AND TARGET DATES FOR STUDY

### STAGE II - REVIEW AND ANALYSIS (cont'd)

#### ACTIVITIES AND DATES

- a statement concerning the school facility in terms of the relationship of space used for educational purposes, and the state of repair of the building;
- specific budget implications regarding enrolment, instructional costs, maintenance and operation costs;
- identification of potential pupil spaces in similar schools, taking into consideration travel time, traffic configurations, busing, lunchroom facilities;
- staffing considerations;
- any additional resources that may have to be provided.

The Review and Analysis Committee will have freedom of access to all relevant data in the preparation of the report.

The completed report will be compiled and presented to the appropriate committees. —————→ January 1989

### STAGE III - STUDY OF RECOMMENDATIONS

1. The Director will cause the Review and Analysis Committee's report to be studied and will forward specific recommendations to the Trainable Retarded Children's Advisory Committee. (Now S.E.A.C.) —————→ February 1989
2. The Board will then decide to accept/reject/revise the recommendations of the Director. The decision will be communicated to the identified school through the Area Superintendent. —————→ March 1989

### STAGE IV - IMPLEMENTATION

The administration will convene meetings to provide an appropriate orientation program for all persons affected by the Board's decision. The administration will implement the decision for closure effective June 30.

Spring -  
April, May, June 1989



REPORT OF THE  
NAME SEARCH COMMITTEE

Present: Trustees Allen, Detwiler and Van Horne.

Also

Present: Trustee Deans

Officials

Present: Mr. A. Stockwell, Associate Director of Education  
Miss P. Gillie, Superintendent of Schools, Area 4  
Mr. Ken Bain, Principal, Comley School

The Committee recommends:

Elementary/Secondary

- (a) That the staff, students and community of the Block 79 neighbourhood be involved in an advisory capacity in the naming of the new school and that the method in which this is to be accomplished be determined with the co-operation of the Associate Director, Superintendent of Schools and the principals of the schools involved, and that the advisory group report back to this committee of the Board by February 1, 1989.

Respectfully submitted,

Helen Detwiler  
Chairman

Committee Room,  
1988 10 03



REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION  
FOR THE YEAR 1900  
BY THE COMMISSIONER OF THE BUREAU OF EDUCATION  
AND THE SECRETARY OF THE BUREAU OF EDUCATION

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION  
FOR THE YEAR 1900  
BY THE COMMISSIONER OF THE BUREAU OF EDUCATION  
AND THE SECRETARY OF THE BUREAU OF EDUCATION

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION

CAY ON HBL 426  
A35

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 11 08

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re transportation (busing) for French Immersion Students - pages 1-18.

NEW BUSINESS

1. Recommendations of the Director of Education - page 19.
2. Investment of Short Term Funds.
3. Cash Flow.
4. Evans, Philp - Quarterly Account - 1988 07 01 to 1988 09 30 - \$8,973.70.
5. Report from the Officials re: Technological Studies in Hamilton - pages 20-33.
6. Request from the Addiction Research Foundation re: Continued Province-Wide Survey of Students' Alcohol and Drug Use - pages 34 & 35.
7. Report of the Special Education Advisory Committee - page 36.
8. Report from the Officials re Operation Employability - pages 37-42.
9. Report of the Communications Advisory Committee - pages 43-45.
10. Report of the Supervised Alternative Learning for Excused Pupils Committee (SALEP) pages 46 & 47.

ELEMENTARY/SECONDARY

NEW BUSINESS

1. Recommendations of the Director of Education - page 48.
2. Report of the Communications Advisory Committee - page 49.

Nov  
8





100 Main Street West  
Hamilton, Ontario  
1988 11 03

To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

**RE: RESPONSE TO THE SUBMISSION BY CANADIAN PARENTS FOR FRENCH (CPF)  
REGARDING THE PROVISION OF TRANSPORTATION  
FOR FRENCH IMMERSION STUDENTS**

---

#### **PREAMBLE**

Initially, the major consideration of the submission by the Canadian Parents for French appeared to relate generally to the financial implications for the Board if transportation were to be provided for distance-qualified French Immersion students. On further examination, however, it seemed that other operational and program concerns would have to be taken into account. As a result, a staff committee was established to review both the parents' submission and general program implications so that a well-informed decision could be reached.

This report is presented in two sections, with three appendices.

**Section A** focuses specifically on the four concerns surfaced in the Canadian Parents for French submission which was presented to the October Operations Management Committee, namely:

1. Safety
2. Equality of access
3. Program quality
4. Financial implications

**Section B** contains additional pertinent information that may well be of value to the elected officials during their deliberations prior to arriving at a policy decision.

THE STATE OF TEXAS,  
COUNTY OF DALLAS.1911.

IN THE DISTRICT COURT OF THE  
COUNTY OF DALLAS, TEXAS.  
Plaintiff vs. Defendant.

John A. Smith, Plaintiff,  
vs.  
John B. Jones, Defendant.

Comes now the Plaintiff, John A. Smith, and  
files his Petition for Judgment  
and asks the Court to grant him the same.

WHEREFORE,

the Plaintiff prays that the Court will  
grant him judgment in the above  
entitled cause, and that he may  
recover the sum of \$10,000.00  
with interest thereon from the date  
of the filing of this Petition until  
paid, and that he may recover his  
costs and attorney's fees.

The Plaintiff prays that the Court will  
grant him judgment in the above  
entitled cause, and that he may  
recover the sum of \$10,000.00  
with interest thereon from the date  
of the filing of this Petition until  
paid, and that he may recover his  
costs and attorney's fees.

Subscribed and sworn to before me  
this 1st day of January, 1911, at  
Dallas, Texas.

John A. Smith,  
Plaintiff.  
John B. Jones,  
Defendant.

Witness my hand and seal of office  
this 1st day of January, 1911, at  
Dallas, Texas.



## SECTION A

|                                                                            |
|----------------------------------------------------------------------------|
| <p>ELEMENTS SURFACED IN THE<br/>CANADIAN PARENTS FOR FRENCH SUBMISSION</p> |
|----------------------------------------------------------------------------|

### 1. SAFETY

The safety of all students is a shared concern of the Board of Education for the City of Hamilton and the parents. The examples of possible dangers outlined in the CPF submission are indeed explicit and realistic. We concur with the following statements by the parents:

*"The parents represented by our organization are concerned that highly visible school buses, properly insured, with trained personnel facilitating orderly pick-ups and drop-offs, and with red flashing beacons that stop the flow of traffic in both directions, would be much safer than what now exists."*

However, the elected officials of the Board have recently expressed concerns relative to "pick-up" and "delivery" facilities for transportation vehicles at school sites that can result in congestion problems.

In addition, there is a concern regarding the provision of adult supervision at school sites prior to morning "pick-up" and following afternoon "drop-off."

### 2. EQUALITY OF ACCESS:

The brief by Canadian Parents for French makes the following statement with respect to equality of access:

*"Canadian Parents for French believe that all the children of Hamilton deserve and should be granted equal opportunity of access to French Immersion."*

The Board Administration concurs with this opinion; but it also recognizes the difficulty of achieving this goal given the fact that French Immersion is an optional program and, hence, is not mandatory for students in all schools.

Administration is aware of the fact that current practice provides access to French Immersion classes which may be located in other than "neighbourhood schools."

Inequity, where it may be perceived to exist, is most often the result of a family's inability to provide transportation to a French Immersion program located at some distance from the student's residence. This is particularly the case if there is no space for a student in the French Immersion program at the "neighbourhood school" because of the "capped enrolment" policy.



## SECTION A

CHARTER SCHOOLS - THE  
CHARTER SCHOOLS ACT

### 1. PURPOSE

The purpose of this Act is to provide a framework for the establishment, operation, and governance of charter schools. It is intended to ensure that charter schools operate in a manner consistent with the public interest and the goals of the education system.

The Act defines the terms "charter school" and "charter" and sets out the requirements for the establishment and operation of charter schools. It also provides for the oversight and accountability of charter schools to the public and the state.

The Act is intended to provide a clear and consistent legal framework for the operation of charter schools. It is designed to ensure that charter schools are held to the same standards of accountability and performance as public schools.

The Act is intended to provide a clear and consistent legal framework for the operation of charter schools. It is designed to ensure that charter schools are held to the same standards of accountability and performance as public schools.

### 2. DEFINITIONS

The definitions in this section apply to the terms used in this Act. The definitions are intended to provide a clear and consistent understanding of the terms used in the Act.

"Charter school" means a school that is established and operated under a charter issued by the state. The charter sets out the school's mission, goals, and standards of performance.

The Board of Education is responsible for the oversight and accountability of charter schools. It is responsible for ensuring that charter schools are held to the same standards of accountability and performance as public schools.

The Act is intended to provide a clear and consistent legal framework for the operation of charter schools. It is designed to ensure that charter schools are held to the same standards of accountability and performance as public schools.

The Act is intended to provide a clear and consistent legal framework for the operation of charter schools. It is designed to ensure that charter schools are held to the same standards of accountability and performance as public schools.

### 3. PROGRAM QUALITY

The academic content of Hamilton's Early French Immersion Program is consistent across the city. The same goals and objectives apply in each division wherever the program is located; and the ratio of French to English instruction is the same, grade by grade, in all of our Immersion schools. All teaching staff are fully qualified (i.e., qualified for the division or subject, possessing French as a Second Language (FSL) certification, and having native-like fluency in French.

The program and the quality of instruction would not change in these respects if transportation were provided by the Board.

### 4. FINANCIAL IMPLICATIONS:

The costs used in the brief submitted by the Canadian Parents for French were originally provided by the Transportation Department of our Board. These costs were based upon the assumption that approximately 500 students would be transported by school bus. No logistics were explored nor supplied. The figure of nine buses was based on the fact that we average 55 - 60 students per bus. However, taxis and mini-buses may or may not have to be included in a transportation plan; therefore, the number of buses which will finally be required is, at this time, tentative.

The following costs and grants are based on using nine buses for a school year of 185 days:

|                               |                  |              |
|-------------------------------|------------------|--------------|
| <b>Initial Board Cost:</b>    | \$123.00 / day = | \$204,795.00 |
| <b>Eligibility for Grant:</b> | \$106.93 / day = | 178,038.00   |
| <b>Actual Grant:</b>          |                  |              |
| 67% of Eligible Figure:       | \$71.64 / day =  | 119,281.00   |
| <b>Net Cost to Board:</b>     | \$51.36 / day =  | 85,514.00    |

#### **Additional Costs:**

The practice of the Board is to provide adult supervision on school buses.

9 buses @ \$4,860 per school year 43,740.00

It is also the practice of this Board to transport Senior Kindergarten students at mid-day. Costs for taxis and mini-buses cannot be determined until numbers and logistics are known.

**TOTAL COST TO THE BOARD (per school year):**  
(excluding mid-day transportation) **\$129,254.00**





## SECTION B

PAGE 4.

|                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------|
| <p><b>POSSIBLE IMPLICATIONS OF THE DECISION TO PROVIDE<br/>TRANSPORTATION TO FRENCH IMMERSION STUDENTS.</b></p> |
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The information and points of view reflected in this part of the report are intended to form a basis for further discussion.

### 1. POLICY IMPLICATIONS FOR OTHER PROGRAMS:

French Immersion is an optional program, not mandated by provincial regulations. If the Board of Education were to provide transportation for French Immersion students, there may well be requests for similar consideration by parents of students in other optional programs.

Already, Administration has been involved in discussions relative to the provision of transportation of students for the proposed "Mohawk as a Second Language" program. There may also be implications for optional programs at the secondary level such as the course for Dental Assistants (SAM), Instrumentation (SWC), Fashion Arts (SJAM), and Music-Strings (Westdale).

Additionally, the provision of transportation may generate requests for a specific self-contained French Immersion Gifted program for students identified as "exceptional."

### 2. ACCOMMODATION/REGISTRATION/BALANCING CLASS LOADING

At the present time, students are registered for French Immersion Senior Kindergarten on a "first-come-first-served" basis. This arrangement has led to overnight line-ups and the creation of waiting lists in some locations. If transportation were provided, it would be possible to consider the establishment of a new central registry for all applicants. Parents would indicate the French Immersion school(s) which they prefer, but any "overflow" could be accommodated in other French Immersion schools which have available space.

Theoretically, congestion could be reduced at some locations by transporting either individual students or entire classes to other schools. There may be significant social implications, however, for the transported students and their families who would have preferred attendance at their "neighbourhood school."

### 3. IMPACT OF TRANSPORTATION UPON ENROLMENT:

The authors of the Canadian Parents for French submission are likely correct in assuming that the provision of transportation would result in increased enrolment in French Immersion Senior Kindergarten classes.

The experience of other boards supports this assumption (see Appendix A). It must be noted, however, that such increases in enrolment tend to "level off" once transportation has been in place for some time.

# SECTION 8

THE STATE OF TEXAS, COUNTY OF DALLAS, BEING THE PLACE OF THE MEETING OF THE BOARD OF COUNTY COMMISSIONERS, DO HEREBY CERTIFY THAT THE FOLLOWING IS A TRUE AND CORRECT COPY OF THE RESOLUTIONS PASSED BY THE BOARD OF COUNTY COMMISSIONERS ON THE 15TH DAY OF MARCH, 1904.

The following and other acts of the Board of County Commissioners are hereby certified to be true and correct copies of the original resolutions as passed by the Board of County Commissioners.

## 1. RESOLUTIONS PASSED BY THE BOARD OF COUNTY COMMISSIONERS.

Resolved, That the Board of County Commissioners do hereby certify that the following is a true and correct copy of the original resolutions as passed by the Board of County Commissioners on the 15th day of March, 1904.

Resolved, That the Board of County Commissioners do hereby certify that the following is a true and correct copy of the original resolutions as passed by the Board of County Commissioners on the 15th day of March, 1904.

Resolved, That the Board of County Commissioners do hereby certify that the following is a true and correct copy of the original resolutions as passed by the Board of County Commissioners on the 15th day of March, 1904.

## 2. ATTESTATION OF THE BOARD OF COUNTY COMMISSIONERS.

In the presence of the undersigned, who are the Board of County Commissioners, the following resolutions were passed and adopted by the Board of County Commissioners on the 15th day of March, 1904.

Resolved, That the Board of County Commissioners do hereby certify that the following is a true and correct copy of the original resolutions as passed by the Board of County Commissioners on the 15th day of March, 1904.

## 3. BOARD OF COUNTY COMMISSIONERS.

The undersigned, who are the Board of County Commissioners, do hereby certify that the following is a true and correct copy of the original resolutions as passed by the Board of County Commissioners on the 15th day of March, 1904.

The undersigned, who are the Board of County Commissioners, do hereby certify that the following is a true and correct copy of the original resolutions as passed by the Board of County Commissioners on the 15th day of March, 1904.



#### 4. STAFFING

The provision of transportation has the potential of balancing class size and of maximizing the use of existing space. As the Canadian Parents for French Submission and the experience of other boards indicate, transportation could also increase overall enrolment in the French Immersion program.

There is space to accommodate approximately 75 additional Senior Kindergarten students within Hamilton's existing French Immersion facilities, but this would require the hiring of 1.5 additional staff. The supply of teachers qualified to teach French Immersion programs is, at the present time, limited by province-wide demands. This situation could present the Board with potential staffing difficulties in the future.

#### 5. TRANSPORTATION ISSUES TO BE ADDRESSED

The following are operational concerns from the Transportation Department:

- *No adult supervision at the community school*  
Students will probably arrive before and after the regular daily activity at the community school.
- *Students with no Community School*  
Students living on Rymal Road or on Stone Church Road, for example, do not have a community school within walking distance. As a consequence, the Board must address the question of potential risks for those students involved in crossing those major streets or highways.

It would be impractical to bus these students to a community school to be transferred at that point to a French Immersion bus. In addition, it would be almost impossible to co-ordinate exact time schedules and available seating space.

- *Senior Kindergarten*  
While it is the practice of this Board to provide taxi or mini-bus transportation at mid-day for eligible Senior Kindergarten students, it is not Board policy to simply "drop-off" students who require door-to-door service. The arrangements that would have to be made for French Immersion Senior Kindergarten students in this respect would have to be appropriately addressed.
- *Time on the Bus*  
There is a growing concern on the part of parents and the Board that students may sometimes be spending too much time on the bus. Presently the longest route is estimated at 46 minutes. In order to fill a French Immersion bus at several community schools, considerable time may be involved.
- *Shortage of Bus Drivers*  
Since September of this year, we have been unable to provide regular school programs with proper bus services due to a driver shortage. To alleviate the problem, our Board is presently sharing some routes with the Hamilton-Wentworth Roman Catholic Separate School Board. This arrangement has caused problems of delay for some students and is of uncertain duration.





**6. NON-RESIDENT FRENCH IMMERSION STUDENTS**

Non-residents are accepted into Hamilton's Early French Immersion program only if there is space available and only after Hamilton residents have been accommodated. Non-resident fees must also be paid.

As of September 30, 1988, there are approximately 50 non-resident students in various grades of the French Immersion program. Administration does not, of course, support the provision of transportation by the Hamilton Board for these students.

**CONCLUDING STATEMENT**

Administration has attempted with this report to provide the Operations Management Committee with pertinent data that will allow Committee members the advantage of having available to them relevant and up-to-date information on which to base their recommendation(s) to the Board.

IT IS RECOMMENDED THAT:

**An Ad Hoc committee of elected and board officials be established to assess the implications of this report relative to:**

- **The French Immersion Program**
- **Policy Implications for Other Programs**

**Prepared and submitted by:**

**P. S. Beveridge**  
Superintendent of Curriculum and  
Special & Educational Services

**J. Hill**  
Languages Co-ordinator

**F. Neumann**  
Administrative Assistant

**P. Shewfelt**  
Superintendent of Finance

**S. Wilson**  
Transportation Officer

**Approved by:**

**K. A. Rielly**  
Director of Education & Secretary

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4. PROPOSED PARTIAL REVISIONS

Two possible revisions are proposed. The first revision is to delete the words "in the case of" from the first sentence of paragraph 4.1. The second revision is to delete the words "in the case of" from the second sentence of paragraph 4.1.

As of 31 October 1987, there are approximately 1000 members of the Committee. The Committee is a permanent body and its members are elected for a period of three years. The Committee is responsible for the management of the Committee's affairs.

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CONCLUSIONS

The Committee has concluded that the proposed revisions are acceptable. The Committee has also concluded that the proposed revisions are necessary for the Committee to be able to carry out its functions effectively.

IT IS RECOMMENDED THAT

An Ad Hoc Committee of elected members be established to review the implementation of the report of the Committee.

The Ad Hoc Committee shall be composed of the following members:

- The President of the Committee
- The Vice-President of the Committee
- The Secretary of the Committee
- The Treasurer of the Committee
- The Chairperson of the Committee

Approved and submitted by:

1. President  
2. Vice-President  
3. Secretary  
4. Treasurer  
5. Chairperson

Approved by:

E. A. [Signature]  
President of the Committee & Secretary



APPENDIX A

SERIES OF SCHOOLS OFFERING FRENCH IMMERSION PROGRAMS

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| SECRET NAME    PEEL                                                                                                               |  |  |           |  |  |                      |  |  |           |  |  |                      |  |  |           |  |  |            |  |  |            |  |  |            |  |  |     |  |  |       |  |  |      |  |  |       |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| INTRODUCTORY FRENCH GRADE = SK                                                                                                    |  |  |           |  |  |                      |  |  |           |  |  |                      |  |  |           |  |  |            |  |  |            |  |  |            |  |  |     |  |  |       |  |  |      |  |  |       |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| POLICY: Door-to-door transportation if JK-Gr.4 students live more than 1.5 Km. from school. Bus tickets provided from Grade 4 on. |  |  |           |  |  |                      |  |  |           |  |  |                      |  |  |           |  |  |            |  |  |            |  |  |            |  |  |     |  |  |       |  |  |      |  |  |       |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 Schools                                                                                                                        |  |  |           |  |  |                      |  |  |           |  |  |                      |  |  |           |  |  |            |  |  |            |  |  |            |  |  |     |  |  |       |  |  |      |  |  |       |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BEFORE: YR 3    1981                                                                                                              |  |  | 5 Schools |  |  | BEFORE: YR 1    1982 |  |  | 6 Schools |  |  | BEFORE: YR 1    1983 |  |  | 7 Schools |  |  | 10 Schools |  |  | 10 Schools |  |  | 11 Schools |  |  |     |  |  |       |  |  |      |  |  |       |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F.I.                                                                                                                              |  |  | F.I.      |  |  | F.I.                 |  |  | F.I.      |  |  | F.I.                 |  |  | F.I.      |  |  | F.I.       |  |  | F.I.       |  |  | F.I.       |  |  |     |  |  |       |  |  |      |  |  |       |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| REG                                                                                                                               |  |  | REG       |  |  | REG                  |  |  | REG       |  |  | REG                  |  |  | REG       |  |  | REG        |  |  | REG        |  |  | REG        |  |  |     |  |  |       |  |  |      |  |  |       |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TOTAL                                                                                                                             |  |  | TOTAL     |  |  | TOTAL                |  |  | TOTAL     |  |  | TOTAL                |  |  | TOTAL     |  |  | TOTAL      |  |  | TOTAL      |  |  | TOTAL      |  |  |     |  |  |       |  |  |      |  |  |       |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 295                                                                                                                               |  |  | 4654      |  |  | 4949                 |  |  | 346       |  |  | 4589                 |  |  | 4935      |  |  | 387        |  |  | 4472       |  |  | 4859       |  |  | 550 |  |  | 4442  |  |  | 4992 |  |  | 681   |  |  | 4563 |  |  | 5244 |  |  | 652 |  |  | 4491 |  |  | 5143 |  |  | 752 |  |  | 4504 |  |  | 5256 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6%                                                                                                                                |  |  |           |  |  | 7%                   |  |  | 8%        |  |  |                      |  |  | 11%       |  |  |            |  |  | 13%        |  |  |            |  |  |     |  |  | 12.7% |  |  |      |  |  | 14.3% |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |     |  |  |      |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |











## APPENDIX A

TORONTO (Cont'd.)





FRENCH IMMERSION PROGRAM  
HAMILTON BOARD OF EDUCATION

## SCHOOL ENROLMENT

SEPTEMBER 30, EACH YEAR

| YEAR | FR. IMM.<br>SR. KGN | TOTAL<br>SR. KGN | FR. IMM.<br>AS % OF<br>TOTAL KGN |
|------|---------------------|------------------|----------------------------------|
| 1975 | 50                  | 3394             | 1.47                             |
| 1976 | 46                  | 3007             | 1.53                             |
| 1977 | 83                  | 2820             | 2.94                             |
| 1978 | 88                  | 2718             | 3.24                             |
| 1979 | 78                  | 2643             | 2.95                             |
| 1980 | 93                  | 2497             | 3.72                             |
| 1981 | 110                 | 2587             | 4.25                             |
| 1982 | 136                 | 2465             | 5.52                             |
| 1983 | 132                 | 2534             | 5.21                             |
| 1984 | 218                 | 2526             | 8.63                             |
| 1985 | 237                 | 2541             | 9.33                             |
| 1986 | 239                 | 2663             | 8.97                             |
| 1987 | 237                 | 2679             | 8.85                             |
| 1988 | 241                 | 2677             | 9.00                             |

NOV/88

# HAMILTON BOARD OF EDUCATION

## SCHOOL ENROLLMENT SIX MONTHS TO EACH YEAR

| YEAR | ENROLLMENT<br>BY MONTH | TOTAL<br>ENROLLMENT | PERCENT<br>OF TOTAL |
|------|------------------------|---------------------|---------------------|
| 1977 | 20                     | 200                 | 10                  |
| 1978 | 40                     | 400                 | 20                  |
| 1979 | 80                     | 800                 | 40                  |
| 1980 | 88                     | 880                 | 44                  |
| 1981 | 75                     | 750                 | 37                  |
| 1982 | 90                     | 900                 | 45                  |
| 1983 | 110                    | 1100                | 55                  |
| 1984 | 130                    | 1300                | 65                  |
| 1985 | 125                    | 1250                | 62                  |
| 1986 | 210                    | 2100                | 105                 |
| 1987 | 235                    | 2350                | 117                 |
| 1988 | 270                    | 2700                | 135                 |
| 1989 | 285                    | 2850                | 142                 |
| 1990 | 290                    | 2900                | 145                 |
| 1991 | 300                    | 3000                | 150                 |
| 1992 | 310                    | 3100                | 155                 |
| 1993 | 320                    | 3200                | 160                 |
| 1994 | 330                    | 3300                | 165                 |
| 1995 | 340                    | 3400                | 170                 |
| 1996 | 350                    | 3500                | 175                 |
| 1997 | 360                    | 3600                | 180                 |
| 1998 | 370                    | 3700                | 185                 |
| 1999 | 380                    | 3800                | 190                 |
| 2000 | 390                    | 3900                | 195                 |
| 2001 | 400                    | 4000                | 200                 |
| 2002 | 410                    | 4100                | 205                 |
| 2003 | 420                    | 4200                | 210                 |
| 2004 | 430                    | 4300                | 215                 |
| 2005 | 440                    | 4400                | 220                 |
| 2006 | 450                    | 4500                | 225                 |
| 2007 | 460                    | 4600                | 230                 |
| 2008 | 470                    | 4700                | 235                 |
| 2009 | 480                    | 4800                | 240                 |
| 2010 | 490                    | 4900                | 245                 |
| 2011 | 500                    | 5000                | 250                 |
| 2012 | 510                    | 5100                | 255                 |
| 2013 | 520                    | 5200                | 260                 |
| 2014 | 530                    | 5300                | 265                 |
| 2015 | 540                    | 5400                | 270                 |
| 2016 | 550                    | 5500                | 275                 |
| 2017 | 560                    | 5600                | 280                 |
| 2018 | 570                    | 5700                | 285                 |
| 2019 | 580                    | 5800                | 290                 |
| 2020 | 590                    | 5900                | 295                 |
| 2021 | 600                    | 6000                | 300                 |
| 2022 | 610                    | 6100                | 305                 |
| 2023 | 620                    | 6200                | 310                 |
| 2024 | 630                    | 6300                | 315                 |
| 2025 | 640                    | 6400                | 320                 |
| 2026 | 650                    | 6500                | 325                 |
| 2027 | 660                    | 6600                | 330                 |
| 2028 | 670                    | 6700                | 335                 |
| 2029 | 680                    | 6800                | 340                 |
| 2030 | 690                    | 6900                | 345                 |
| 2031 | 700                    | 7000                | 350                 |
| 2032 | 710                    | 7100                | 355                 |
| 2033 | 720                    | 7200                | 360                 |
| 2034 | 730                    | 7300                | 365                 |
| 2035 | 740                    | 7400                | 370                 |
| 2036 | 750                    | 7500                | 375                 |
| 2037 | 760                    | 7600                | 380                 |
| 2038 | 770                    | 7700                | 385                 |
| 2039 | 780                    | 7800                | 390                 |
| 2040 | 790                    | 7900                | 395                 |
| 2041 | 800                    | 8000                | 400                 |
| 2042 | 810                    | 8100                | 405                 |
| 2043 | 820                    | 8200                | 410                 |
| 2044 | 830                    | 8300                | 415                 |
| 2045 | 840                    | 8400                | 420                 |
| 2046 | 850                    | 8500                | 425                 |
| 2047 | 860                    | 8600                | 430                 |
| 2048 | 870                    | 8700                | 435                 |
| 2049 | 880                    | 8800                | 440                 |
| 2050 | 890                    | 8900                | 445                 |
| 2051 | 900                    | 9000                | 450                 |
| 2052 | 910                    | 9100                | 455                 |
| 2053 | 920                    | 9200                | 460                 |
| 2054 | 930                    | 9300                | 465                 |
| 2055 | 940                    | 9400                | 470                 |
| 2056 | 950                    | 9500                | 475                 |
| 2057 | 960                    | 9600                | 480                 |
| 2058 | 970                    | 9700                | 485                 |
| 2059 | 980                    | 9800                | 490                 |
| 2060 | 990                    | 9900                | 495                 |
| 2061 | 1000                   | 10000               | 500                 |
| 2062 | 1010                   | 10100               | 505                 |
| 2063 | 1020                   | 10200               | 510                 |
| 2064 | 1030                   | 10300               | 515                 |
| 2065 | 1040                   | 10400               | 520                 |
| 2066 | 1050                   | 10500               | 525                 |
| 2067 | 1060                   | 10600               | 530                 |
| 2068 | 1070                   | 10700               | 535                 |
| 2069 | 1080                   | 10800               | 540                 |
| 2070 | 1090                   | 10900               | 545                 |
| 2071 | 1100                   | 11000               | 550                 |
| 2072 | 1110                   | 11100               | 555                 |
| 2073 | 1120                   | 11200               | 560                 |
| 2074 | 1130                   | 11300               | 565                 |
| 2075 | 1140                   | 11400               | 570                 |
| 2076 | 1150                   | 11500               | 575                 |
| 2077 | 1160                   | 11600               | 580                 |
| 2078 | 1170                   | 11700               | 585                 |
| 2079 | 1180                   | 11800               | 590                 |
| 2080 | 1190                   | 11900               | 595                 |
| 2081 | 1200                   | 12000               | 600                 |
| 2082 | 1210                   | 12100               | 605                 |
| 2083 | 1220                   | 12200               | 610                 |
| 2084 | 1230                   | 12300               | 615                 |
| 2085 | 1240                   | 12400               | 620                 |
| 2086 | 1250                   | 12500               | 625                 |
| 2087 | 1260                   | 12600               | 630                 |
| 2088 | 1270                   | 12700               | 635                 |
| 2089 | 1280                   | 12800               | 640                 |
| 2090 | 1290                   | 12900               | 645                 |
| 2091 | 1300                   | 13000               | 650                 |
| 2092 | 1310                   | 13100               | 655                 |
| 2093 | 1320                   | 13200               | 660                 |
| 2094 | 1330                   | 13300               | 665                 |
| 2095 | 1340                   | 13400               | 670                 |
| 2096 | 1350                   | 13500               | 675                 |
| 2097 | 1360                   | 13600               | 680                 |
| 2098 | 1370                   | 13700               | 685                 |
| 2099 | 1380                   | 13800               | 690                 |
| 2100 | 1390                   | 13900               | 695                 |

## FRENCH IMMERSION PROGRAM ENROLMENT BY GRADE

SEPTEMBER 30, 1988

### PART A: ELEMENTARY SCHOOLS

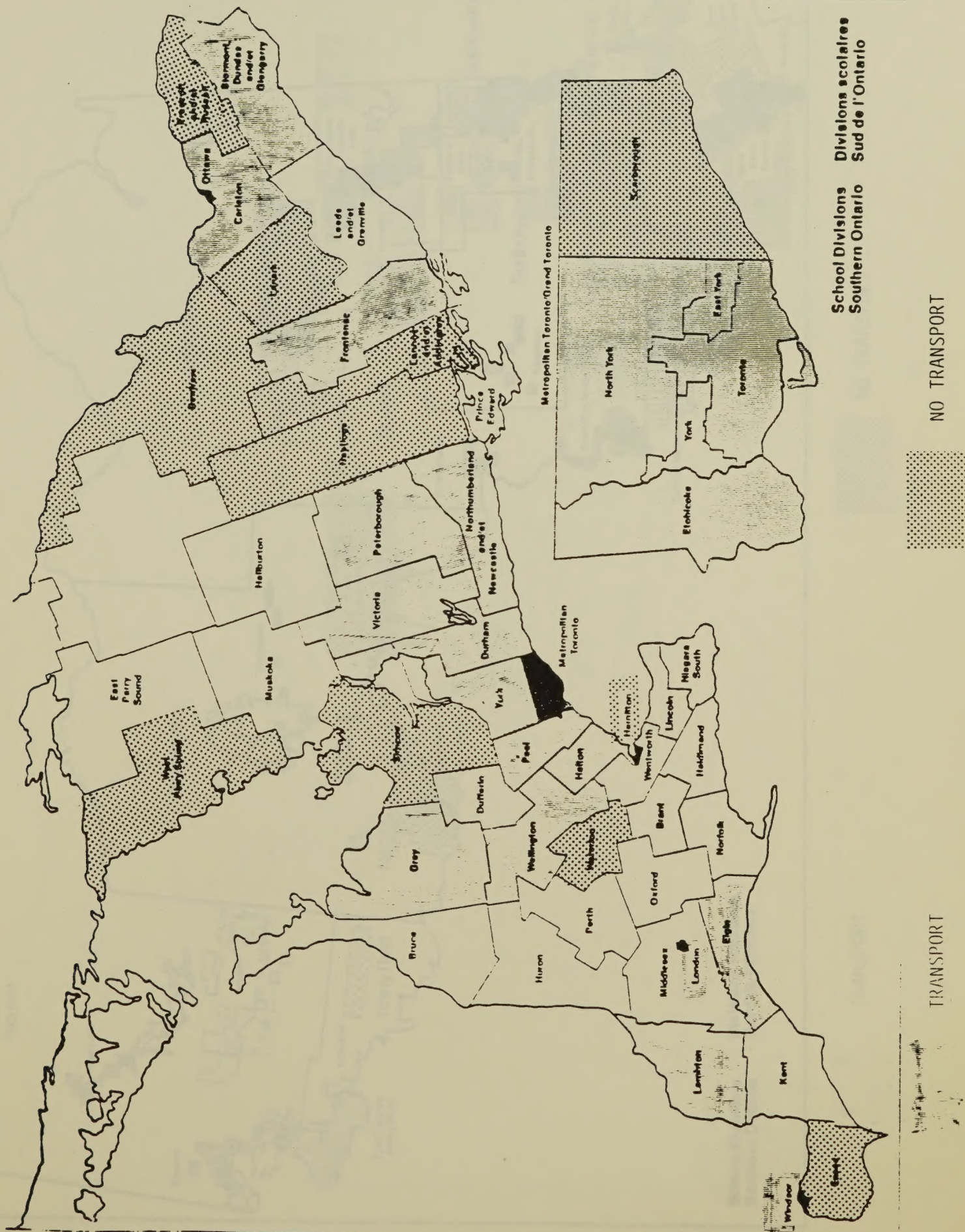
| SCHOOL           | KGN | GR1 | GR2 | GR3 | GR4 | GR5 | GR6 | GR7 | GR8 | TOTAL |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| A.M. Cunningham  | 24  | 27  | 30  | 36  | 41  | 19  |     |     |     | 177   |
| Earl Kitchener   | 49  | 48  | 48  | 46  | 35  | 40  |     |     |     | 266   |
| G.R. Allan       | 49  | 51  | 44  | 38  | 37  |     |     |     |     | 219   |
| Glen Echo        | 15  | 20  | 15  |     |     |     |     |     |     | 50    |
| Norwood Park     | 57  | 55  | 48  | 54  | 49  | 44  | 38  |     |     | 345   |
| Peace Memorial   | 28  | 14  | 23  | 21  | 5   |     |     |     |     | 91    |
| Sanford Avenue   | 19  | 17  | 15  |     |     |     |     |     |     | 51    |
| Cardinal Heights |     |     |     |     |     |     |     | 29  | 16  | 45    |
| Glen Brae        |     |     |     |     |     |     | 21  |     |     | 21    |
| Ryerson          |     |     |     |     |     |     | 45  | 39  | 38  | 122   |
| TOTAL            | 241 | 232 | 223 | 195 | 167 | 103 | 104 | 68  | 54  | 1387  |

### PART B: SECONDARY SCHOOLS

| SCHOOL   | GR9 | GR10 | GR11 | GR12 | GR13 | TOTAL |
|----------|-----|------|------|------|------|-------|
| Westdale | 45  | 46   | 39   | 19   | 15   | 164   |



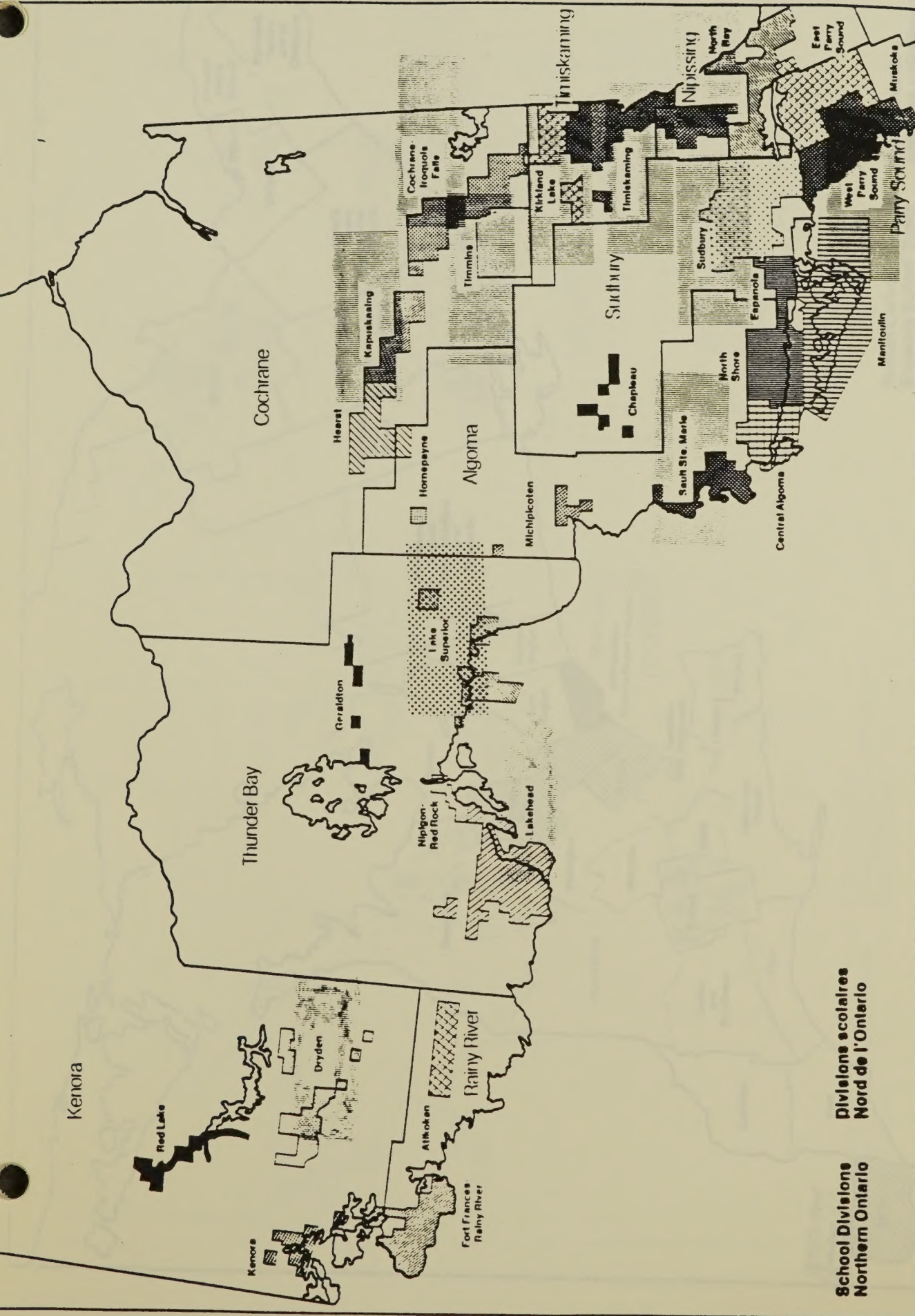












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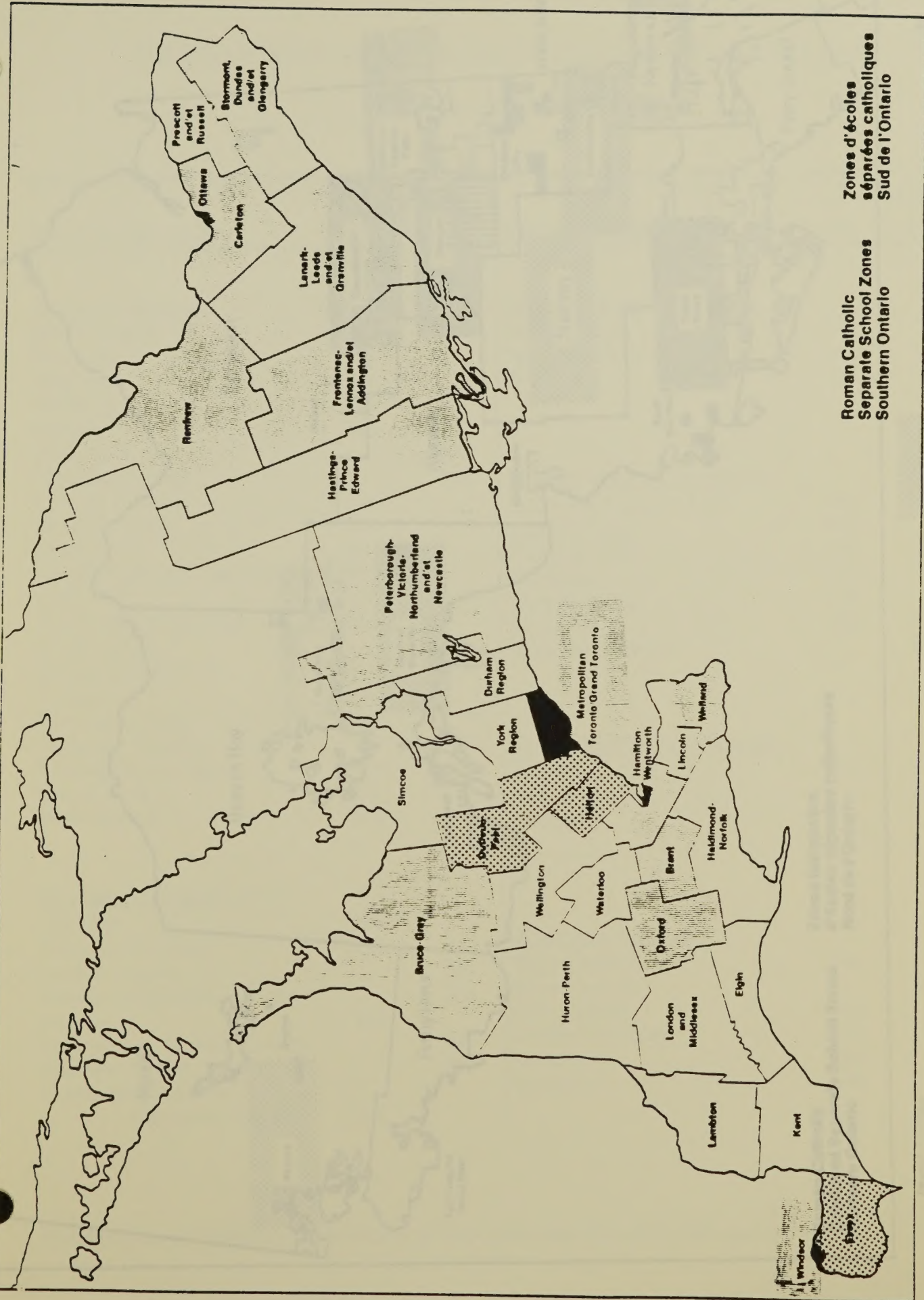
TRANSPORT



UNITED KINGDOM

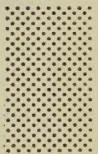
UNITED KINGDOM





**Zones d'écoles  
séparées catholiques  
Sud de l'Ontario**

**Roman Catholic  
Separate School Zones  
Southern Ontario**



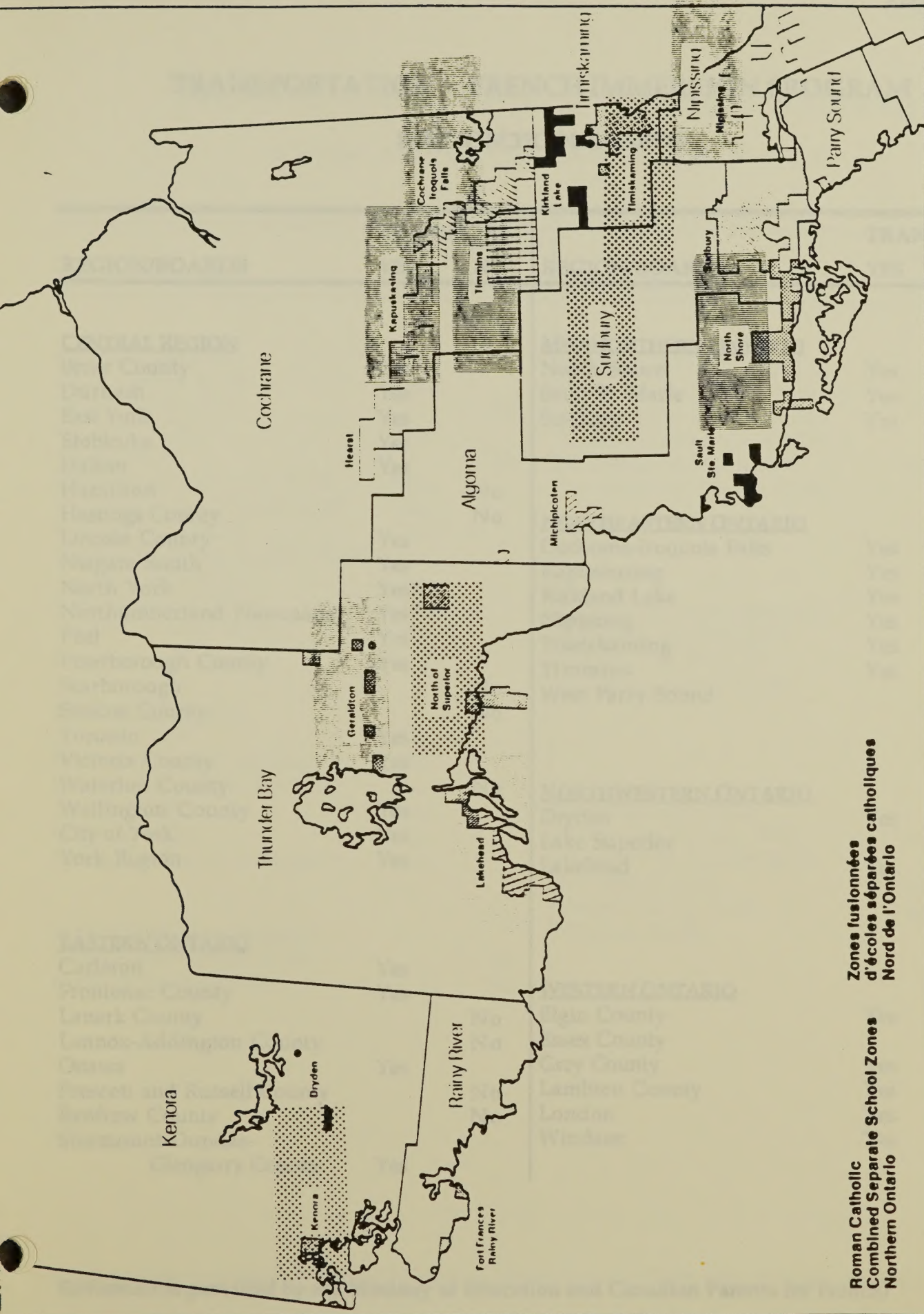
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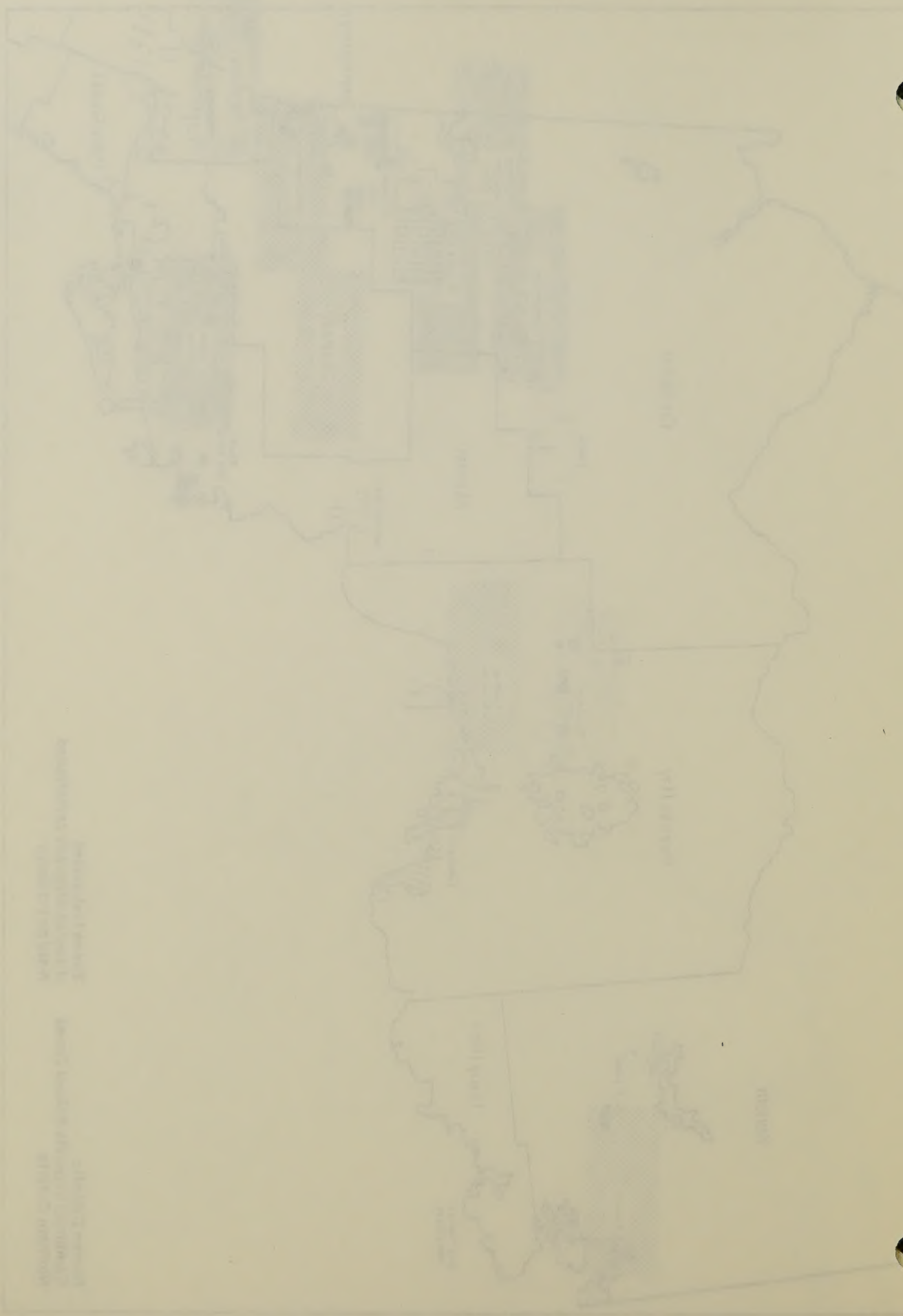
THE UNIVERSITY OF CHICAGO  
LIBRARY  
CHICAGO, ILL.





NO TRANSPORT

TRANSPORT



UNITED STATES  
A FIFTY-STATE COMPOSITION  
OF THE UNITED STATES

UNITED STATES  
A FIFTY-STATE COMPOSITION  
OF THE UNITED STATES

UNITED STATES

UNITED STATES



## TRANSPORTATION - FRENCH IMMERSION PROGRAM

## PUBLIC SCHOOL BOARDS

| REGION/BOARDS               | TRANSPORT |    | REGION/BOARDS               | TRANSPORT |    |
|-----------------------------|-----------|----|-----------------------------|-----------|----|
|                             | YES       | NO |                             | YES       | NO |
| <u>CENTRAL REGION</u>       |           |    | <u>MID-NORTHERN ONTARIO</u> |           |    |
| Brant County                | Yes       |    | North Shore                 | Yes       |    |
| Durham                      | Yes       |    | Sault St. Marie             | Yes       |    |
| East York                   | Yes       |    | Sudbury                     | Yes       |    |
| Etobicoke                   | Yes       |    |                             |           |    |
| Halton                      | Yes       |    |                             |           |    |
| Hamilton                    |           | No |                             |           |    |
| Hastings County             |           | No | <u>NORTHEASTERN ONTARIO</u> |           |    |
| Lincoln County              | Yes       |    | Cochrane-Iroquois Falls     | Yes       |    |
| Niagara South               | Yes       |    | Kapuskasing                 | Yes       |    |
| North York                  | Yes       |    | Kirkland Lake               | Yes       |    |
| Northumberland Newcastle    | Yes       |    | Nipissing                   | Yes       |    |
| Peel                        | Yes       |    | Timiskaming                 | Yes       |    |
| Peterborough County         | Yes       |    | Timmins                     | Yes       |    |
| Scarborough                 |           | No | West Parry Sound            |           | No |
| Simcoe County               |           | No |                             |           |    |
| Toronto                     | Yes       |    | <u>NORTHWESTERN ONTARIO</u> |           |    |
| Victoria County             | Yes       |    | Dryden                      | Yes       |    |
| Waterloo County             |           | No | Lake Superior               |           | No |
| Wellington County           | Yes       |    | Lakehead                    | Yes       |    |
| City of York                | Yes       |    |                             |           |    |
| York Region                 | Yes       |    |                             |           |    |
| <u>EASTERN ONTARIO</u>      |           |    | <u>WESTERN ONTARIO</u>      |           |    |
| Carleton                    | Yes       |    | Elgin County                | Yes       |    |
| Frontenac County            | Yes       |    | Essex County                |           | No |
| Lanark County               |           | No | Grey County                 | Yes       |    |
| Lennox-Addington County     |           | No | Lambton County              | Yes       |    |
| Ottawa                      | Yes       |    | London                      | Yes       |    |
| Prescott and Russell County |           | No | Windsor                     | Yes       |    |
| Renfrew County              |           | No |                             |           |    |
| Stormount-Dundas-           |           |    |                             |           |    |
| Glengarry County            | Yes       |    |                             |           |    |

# TRANSPORTATION - FINANCIAL INFORMATION PROGRAM

## FINANCIAL INFORMATION

| TRANSPORTATION |                   | FINANCIAL INFORMATION |                   |
|----------------|-------------------|-----------------------|-------------------|
| LINE           | DESCRIPTION       | LINE                  | DESCRIPTION       |
| 100            | General Fund      | 100                   | General Fund      |
| 101            | State Fund        | 101                   | State Fund        |
| 102            | Federal Fund      | 102                   | Federal Fund      |
| 103            | Local Fund        | 103                   | Local Fund        |
| 104            | Private Fund      | 104                   | Private Fund      |
| 105            | Other Fund        | 105                   | Other Fund        |
| 106            | Unassigned        | 106                   | Unassigned        |
| 107            | Assigned          | 107                   | Assigned          |
| 108            | Revolving Fund    | 108                   | Revolving Fund    |
| 109            | Capital Fund      | 109                   | Capital Fund      |
| 110            | Debt Service Fund | 110                   | Debt Service Fund |
| 111            | Grants Fund       | 111                   | Grants Fund       |
| 112            | Gifts Fund        | 112                   | Gifts Fund        |
| 113            | Interfund         | 113                   | Interfund         |
| 114            | Other             | 114                   | Other             |
| 115            | Unassigned        | 115                   | Unassigned        |
| 116            | Assigned          | 116                   | Assigned          |
| 117            | Revolving Fund    | 117                   | Revolving Fund    |
| 118            | Capital Fund      | 118                   | Capital Fund      |
| 119            | Debt Service Fund | 119                   | Debt Service Fund |
| 120            | Grants Fund       | 120                   | Grants Fund       |
| 121            | Gifts Fund        | 121                   | Gifts Fund        |
| 122            | Interfund         | 122                   | Interfund         |
| 123            | Other             | 123                   | Other             |
| 124            | Unassigned        | 124                   | Unassigned        |
| 125            | Assigned          | 125                   | Assigned          |
| 126            | Revolving Fund    | 126                   | Revolving Fund    |
| 127            | Capital Fund      | 127                   | Capital Fund      |
| 128            | Debt Service Fund | 128                   | Debt Service Fund |
| 129            | Grants Fund       | 129                   | Grants Fund       |
| 130            | Gifts Fund        | 130                   | Gifts Fund        |
| 131            | Interfund         | 131                   | Interfund         |
| 132            | Other             | 132                   | Other             |
| 133            | Unassigned        | 133                   | Unassigned        |
| 134            | Assigned          | 134                   | Assigned          |
| 135            | Revolving Fund    | 135                   | Revolving Fund    |
| 136            | Capital Fund      | 136                   | Capital Fund      |
| 137            | Debt Service Fund | 137                   | Debt Service Fund |
| 138            | Grants Fund       | 138                   | Grants Fund       |
| 139            | Gifts Fund        | 139                   | Gifts Fund        |
| 140            | Interfund         | 140                   | Interfund         |
| 141            | Other             | 141                   | Other             |
| 142            | Unassigned        | 142                   | Unassigned        |
| 143            | Assigned          | 143                   | Assigned          |
| 144            | Revolving Fund    | 144                   | Revolving Fund    |
| 145            | Capital Fund      | 145                   | Capital Fund      |
| 146            | Debt Service Fund | 146                   | Debt Service Fund |
| 147            | Grants Fund       | 147                   | Grants Fund       |
| 148            | Gifts Fund        | 148                   | Gifts Fund        |
| 149            | Interfund         | 149                   | Interfund         |
| 150            | Other             | 150                   | Other             |
| 151            | Unassigned        | 151                   | Unassigned        |
| 152            | Assigned          | 152                   | Assigned          |
| 153            | Revolving Fund    | 153                   | Revolving Fund    |
| 154            | Capital Fund      | 154                   | Capital Fund      |
| 155            | Debt Service Fund | 155                   | Debt Service Fund |
| 156            | Grants Fund       | 156                   | Grants Fund       |
| 157            | Gifts Fund        | 157                   | Gifts Fund        |
| 158            | Interfund         | 158                   | Interfund         |
| 159            | Other             | 159                   | Other             |
| 160            | Unassigned        | 160                   | Unassigned        |
| 161            | Assigned          | 161                   | Assigned          |
| 162            | Revolving Fund    | 162                   | Revolving Fund    |
| 163            | Capital Fund      | 163                   | Capital Fund      |
| 164            | Debt Service Fund | 164                   | Debt Service Fund |
| 165            | Grants Fund       | 165                   | Grants Fund       |
| 166            | Gifts Fund        | 166                   | Gifts Fund        |
| 167            | Interfund         | 167                   | Interfund         |
| 168            | Other             | 168                   | Other             |
| 169            | Unassigned        | 169                   | Unassigned        |
| 170            | Assigned          | 170                   | Assigned          |
| 171            | Revolving Fund    | 171                   | Revolving Fund    |
| 172            | Capital Fund      | 172                   | Capital Fund      |
| 173            | Debt Service Fund | 173                   | Debt Service Fund |
| 174            | Grants Fund       | 174                   | Grants Fund       |
| 175            | Gifts Fund        | 175                   | Gifts Fund        |
| 176            | Interfund         | 176                   | Interfund         |
| 177            | Other             | 177                   | Other             |
| 178            | Unassigned        | 178                   | Unassigned        |
| 179            | Assigned          | 179                   | Assigned          |
| 180            | Revolving Fund    | 180                   | Revolving Fund    |
| 181            | Capital Fund      | 181                   | Capital Fund      |
| 182            | Debt Service Fund | 182                   | Debt Service Fund |
| 183            | Grants Fund       | 183                   | Grants Fund       |
| 184            | Gifts Fund        | 184                   | Gifts Fund        |
| 185            | Interfund         | 185                   | Interfund         |
| 186            | Other             | 186                   | Other             |
| 187            | Unassigned        | 187                   | Unassigned        |
| 188            | Assigned          | 188                   | Assigned          |
| 189            | Revolving Fund    | 189                   | Revolving Fund    |
| 190            | Capital Fund      | 190                   | Capital Fund      |
| 191            | Debt Service Fund | 191                   | Debt Service Fund |
| 192            | Grants Fund       | 192                   | Grants Fund       |
| 193            | Gifts Fund        | 193                   | Gifts Fund        |
| 194            | Interfund         | 194                   | Interfund         |
| 195            | Other             | 195                   | Other             |
| 196            | Unassigned        | 196                   | Unassigned        |
| 197            | Assigned          | 197                   | Assigned          |
| 198            | Revolving Fund    | 198                   | Revolving Fund    |
| 199            | Capital Fund      | 199                   | Capital Fund      |
| 200            | Debt Service Fund | 200                   | Debt Service Fund |



## TRANSPORTATION - FRENCH IMMERSION PROGRAM

## ROMAN CATHOLIC SEPARATE SCHOOL BOARDS

| REGION/BOARDS                                  | TRANSPORT |    | REGION/BOARDS                | TRANSPORT |    |
|------------------------------------------------|-----------|----|------------------------------|-----------|----|
|                                                | YES       | NO |                              | YES       | NO |
| <u>CENTRAL REGION</u>                          |           |    | <u>NORTHEASTERN ONTARIO</u>  |           |    |
| Brant County RCSS                              | Yes       |    | Cochrane-Iroquois Falls RCSS |           | No |
| Dufferin-Peel RCSS                             |           | No | Kapuskasing District RCSS    |           | No |
| Durham RCSS                                    | Yes       |    | Kirkland Lake District RCSS  |           | No |
| Halton RCSS                                    |           | No | Nipissing District RCSS      | Yes       |    |
| Hamilton-Wentworth RCSS                        | Yes       |    | Timiskaming District RCSS    |           | No |
| Hastings Prince Edward RCSS                    | Yes       |    |                              |           |    |
| Metropolitan RCSS                              | Yes       |    |                              |           |    |
| Peterborough-Northumberland-<br>Newcastle RCSS | Yes       |    |                              |           |    |
| York Region RCSS                               | Yes       |    | <u>NORTHWESTERN ONTARIO</u>  |           |    |
| Welland County RCSS                            | Yes       |    | Geraldton District RCSS      |           | No |
|                                                |           |    | Kenora District RCSS         |           | No |
|                                                |           |    | Lakehead District RCSS       |           | No |
| <u>EASTERN ONTARIO</u>                         |           |    | <u>WESTERN ONTARIO</u>       |           |    |
| Carleton RCSS                                  | Yes       |    | Bruce-Grey County RCSS       | Yes       |    |
| Frontenac-Lennox-Addington                     | Yes       |    | Huron-Perth County RCSS      |           | No |
| Lanark-Leeds-Grenville RCSS                    | Yes       |    | Lambton County               | Yes       |    |
| Ottawa RCSS                                    | Yes       |    | Oxford County RCSS           | Yes       |    |
| Renfrew RCSS                                   | Yes       |    | Windsor RCSS                 |           | No |
| Stormount-Dundas-Glengarry                     | Yes       |    |                              |           |    |
| <u>MID-NORTHERN ONTARIO</u>                    |           |    |                              |           |    |
| North Shore District RCSS                      |           | No |                              |           |    |
| Sudbury District RCSS                          |           | No |                              |           |    |



# TRANSPORTATION - FREIGHT IMMERSION PROGRAM

## SOME OF THE SEPARATE BOARD

| TRANSPORT |     | TRANSPORT |     |
|-----------|-----|-----------|-----|
| NO        | YES | NO        | YES |
| 1         |     | 1         |     |
| 2         |     | 2         |     |
| 3         |     | 3         |     |
| 4         |     | 4         |     |
| 5         |     | 5         |     |
| 6         |     | 6         |     |
| 7         |     | 7         |     |
| 8         |     | 8         |     |
| 9         |     | 9         |     |
| 10        |     | 10        |     |
| 11        |     | 11        |     |
| 12        |     | 12        |     |
| 13        |     | 13        |     |
| 14        |     | 14        |     |
| 15        |     | 15        |     |
| 16        |     | 16        |     |
| 17        |     | 17        |     |
| 18        |     | 18        |     |
| 19        |     | 19        |     |
| 20        |     | 20        |     |
| 21        |     | 21        |     |
| 22        |     | 22        |     |
| 23        |     | 23        |     |
| 24        |     | 24        |     |
| 25        |     | 25        |     |
| 26        |     | 26        |     |
| 27        |     | 27        |     |
| 28        |     | 28        |     |
| 29        |     | 29        |     |
| 30        |     | 30        |     |
| 31        |     | 31        |     |
| 32        |     | 32        |     |
| 33        |     | 33        |     |
| 34        |     | 34        |     |
| 35        |     | 35        |     |
| 36        |     | 36        |     |
| 37        |     | 37        |     |
| 38        |     | 38        |     |
| 39        |     | 39        |     |
| 40        |     | 40        |     |
| 41        |     | 41        |     |
| 42        |     | 42        |     |
| 43        |     | 43        |     |
| 44        |     | 44        |     |
| 45        |     | 45        |     |
| 46        |     | 46        |     |
| 47        |     | 47        |     |
| 48        |     | 48        |     |
| 49        |     | 49        |     |
| 50        |     | 50        |     |
| 51        |     | 51        |     |
| 52        |     | 52        |     |
| 53        |     | 53        |     |
| 54        |     | 54        |     |
| 55        |     | 55        |     |
| 56        |     | 56        |     |
| 57        |     | 57        |     |
| 58        |     | 58        |     |
| 59        |     | 59        |     |
| 60        |     | 60        |     |
| 61        |     | 61        |     |
| 62        |     | 62        |     |
| 63        |     | 63        |     |
| 64        |     | 64        |     |
| 65        |     | 65        |     |
| 66        |     | 66        |     |
| 67        |     | 67        |     |
| 68        |     | 68        |     |
| 69        |     | 69        |     |
| 70        |     | 70        |     |
| 71        |     | 71        |     |
| 72        |     | 72        |     |
| 73        |     | 73        |     |
| 74        |     | 74        |     |
| 75        |     | 75        |     |
| 76        |     | 76        |     |
| 77        |     | 77        |     |
| 78        |     | 78        |     |
| 79        |     | 79        |     |
| 80        |     | 80        |     |
| 81        |     | 81        |     |
| 82        |     | 82        |     |
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| 84        |     | 84        |     |
| 85        |     | 85        |     |
| 86        |     | 86        |     |
| 87        |     | 87        |     |
| 88        |     | 88        |     |
| 89        |     | 89        |     |
| 90        |     | 90        |     |
| 91        |     | 91        |     |
| 92        |     | 92        |     |
| 93        |     | 93        |     |
| 94        |     | 94        |     |
| 95        |     | 95        |     |
| 96        |     | 96        |     |
| 97        |     | 97        |     |
| 98        |     | 98        |     |
| 99        |     | 99        |     |
| 100       |     | 100       |     |

TRANSPORTATION - FRENCH IMMERSION PROGRAM PAGE 18.

DEFINED CITY SCHOOL BOARDS

| REGION/BOARDS                | TRANSPORT |    |
|------------------------------|-----------|----|
|                              | YES       | NO |
| <b><u>CENTRAL REGION</u></b> |           |    |
| Hamilton                     |           | No |
| East York                    | Yes       |    |
| Etobicoke                    | Yes       |    |
| North York                   | Yes       |    |
| Scarborough                  |           | No |
| Toronto                      | Yes       |    |
| City of York                 | Yes       |    |
| London                       | Yes       |    |
| Ottawa                       | Yes       |    |
| Windsor                      | Yes       |    |

(Information provided by the Ministry of Education and Canadian Parents for French)





Education Centre,  
100 Main Street West,  
Hamilton, Ontario.  
1988 11 08.

To The Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

RE: YEAR-END HOLIDAYS

I have the honour to present the following recommendation for your approval:

That the Secondary Schools and the Education Centre offices be closed during the Christmas and New Year's Holiday period in accordance with the following schedule, and that, in future, the Holiday schedule be incorporated into the School Year Calendar:

|                     |                                   |
|---------------------|-----------------------------------|
| Friday, 1988 12 23  | - 12:00 Noon closing              |
| Monday, 1988 12 26  | - Boxing Day                      |
| Tuesday, 1988 12 27 | - For Christmas Day (1988 12 25)  |
| Friday, 1988 12 30  | - 12:00 Noon closing              |
| Monday, 1989 01 02  | - For New Year's Day (1989 01 01) |

Respectfully submitted,

K. A. Rielly,  
Director of Education  
and Secretary.

\*jep

Education Department,  
120 Main Street West,  
Ottawa, Ontario  
K1P 6K1

The Hon. Minister of Education,  
Ottawa, Ontario  
K1P 6K1

Dear Mr. Minister:

**RE: THE HOLIDAYS**

I have the honor to present the following recommendations for  
your approval:

That the Government should and the following terms  
of reference be referred to the Commission on the  
Holidays to be established in the following manner:  
and that the Commission be authorized to report  
into the House of Commons.

|               |                       |
|---------------|-----------------------|
| - 15.00 hours | Friday, 1982 to 82    |
| - 15.00 hours | Monday, 1982 to 82    |
| - 15.00 hours | Tuesday, 1982 to 82   |
| - 15.00 hours | Wednesday, 1982 to 82 |
| - 15.00 hours | Thursday, 1982 to 82  |
| - 15.00 hours | Friday, 1982 to 82    |

Respectfully submitted,

E. A. Wells,  
Director of Education,  
and Secretary.

Education Centre,  
100 Main Street West,  
Hamilton, Ontario.  
L8N 3L1

To the Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education,

Ladies and Gentlemen:

Attached, for your information, is a report on Technological Studies in Hamilton.

Recommendations:

THAT PHASE III OF THE FIVE YEAR PLAN BE RECEIVED FOR INFORMATION

THAT AN AMOUNT OF \$280,000.00 BE ALLOCATED IN THE 1989 BUDGET  
TO IMPLEMENT YEAR THREE OF THE PLAN

THAT THE PLAN FOR THE ENSUING YEARS BE SUBJECT TO ANNUAL  
PROGRAM AND BUDGET REVIEW

PREPARED BY: Jim Kerr, Technological Studies, Co-ordinator

SUBMITTED BY: F. Kelly, Superintendent of Schools, Area Two  
G. Rappolt, Assistant Superintendent of Curriculum

APPROVED BY: K. Rielly, Director of Education



Eligible County  
100 West 10th Street  
Hartford, Connecticut  
06102-1111

To the Chairman, Board of  
County Administration  
100 West 10th Street  
Hartford, Connecticut

Dear Mr. Chairman:

Attached for your information is a copy of the Technology Study in Hartford.

Respectfully,  
[Signature]

THAT PHASE II OF THE FIVE YEAR PLAN BE REVIEWED FOR INFORMATION

THAT AN AMOUNT OF \$200,000 BE ALLOCATED IN THE 1993 BUDGET  
TO IMPLEMENT YEAR THREE OF THE PLAN

THAT THE PLAN FOR THE ENSUING YEARS BE SUBJECT TO ANNUAL  
PROGRAM AND BUDGET REVIEW

PREPARED BY: Mr. John Technology Center, Co-ordinator

SUBMITTED BY: R. Kelly, Representative of People and Tax  
C. Raphael, Assistant Superintendent of Curriculum

APPROVED BY: R. Kelly, Director of Education

## Index

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PREAMBLE

2

PHASE I

5

PHASE II

7

PHASE III

9

ON-GOING AND FUTURE  
DEVELOPMENTS

11

CONCLUSION

13

|    |                                  |
|----|----------------------------------|
| 2  | PREAMBLE                         |
| 5  | PHASE I                          |
| 7  | PHASE II                         |
| 9  | PHASE III                        |
| 11 | ON-GOING AND FUTURE DEVELOPMENTS |
| 13 | CONCLUSION                       |



# PREAMBLE

Phase II of our plan is being completed and now we are looking forward to making Technical Education more attractive, viable and interesting with Phase III.

This will be achieved by pursuing the philosophy of Phase I and II, a mix of new hi-tech and conventional equipment, while relocating equipment and establishing popular shops (e.g. woodworking) in all schools. Ultimately, this policy should give our system consistency in quality of equipment and program, while offering diversity among schools.

# PREAMBLE

Phase II of our plan is being completed and now we are looking forward to making Technical Education more attractive, viable and interesting with Phase III.

This will be achieved by pursuing the philosophy of Phase I and II, a mix of new hi-tech and conventional equipment, while relocating equipment and establishing popular shops (e.g. woodworking) in all schools. Ultimately, this policy should give our system consistency in quality of equipment and program, while offering diversity among schools.



Outcomes from Phase I and Phase II are:

- Drafting - By introducing Computer Aided Design (C.A.D.) and advanced Drafting to our program, drafting has experienced a revival in our system.
- Industrial Arts - This course was successfully introduced at Westdale S.S. in 1987. We will introduce it in several of our composite schools in Sept. 1989.
- Home Repair - Introduced at Westmount S.S. this year at the grade 11 level. It has four classes and being successfully implemented.
- Fluid Power - This first O.A.C. is being introduced this year at Sir Allan MacNab S.S. with initial success.
- Woodshops - All schools obtaining new woodshops have reported success with both regular and adult students.
- Grade Ten - We are showing a dramatic increase in our grade ten enrolment due in part to multi-shop rounds in grade 9.
- Curriculum - Writing teams have produced fifteen curriculum documents which will be distributed for field test this year.
- Ministry of Education - Hamilton writers are continuing to produce two courses for the Ministry -- Elements of Technology - Communication and Elements of Technology - Manufacturing
- Multi-Purpose Lab - Our first multi-purpose lab is established at Westdale S.S. This lab includes machine shop, welding plastics, C.A.D./C.A.M., woodworking, foundry, fluid power, and robotics.



# Challenges from Forest Land Users

- Extension - By introducing Computer-Aided Design (CAD) and associated training to our digital drafting has revolutionized a trend in our system
- Industrial Art - This course was successfully introduced at Workshop 3.5 in 1995. We will introduce it in several of our computer schools in 2001-2002
- Home Repair - Introduced at Workshop 3.5, the year after the grade 11 level. It has four courses and being successfully implemented
- Field Power - This last CAD is being introduced this year at 3.5 level through 3.5 with initial success
- Woodworking - All schools offering new woodshops have benefited success with both regular and extra students
- Color Lab - We are showing a dramatic increase in our grade 10 enrollment this in part to additional course in grade 9
- Graphic Arts - Writing teams have produced three curriculum documents which will be distributed for Fall 1995 year
- Master of Education - Herndon will be contributing to graduate two degrees for the Ministry - Certificate of Technology - Communication and Economic of Technology - Manufacturing
- AutoCAD Lab - Our first multi-purpose lab is established at Workshop 3.5. The lab includes machine shop, welding station, C.A.D./C.A.M., woodworking, jewelry, fluid power, and robotics.

### Major Thrusts in Phase III Will Include:

- the upgrading program in Auto Mechanics;
- continuing the upgrading and designing of manufacturing labs;
- establishing a Principles of Technology lab in Sherwood S.S.;
- relocating unused equipment into areas in need;
- continuing Computer Aided Design/Computer Aided Manufacturing (C.A.D./C.A.M.) systems;
- placing a woodshop in Sir Winston Churchill S.S.
- initiating the new Elements of Technology courses (2) and the purchasing of support equipment.

Other major undertakings this coming year will be the writing of:

- basic level courses
- senior general level courses

By implementing this year's phase we will be continuing toward our goal of providing a technical program which reflects the needs of society and industry.

## Major Trends in Phase III Will Include:

- The ongoing program in Auto Electronics
- Continuing the upgrading and design of manufacturing plants
- Implementing a Program of Technology up to Division 2.5
- Reducing waste and increasing the use of assets
- Continuing Computer Aided Design/Computer Aided Manufacturing (CAD/CAM) systems
- Giving a workshop to the Western Country 2.5
- Initiating the new Elements of Technology courses (I) and the transfer of all other systems

Other major changes in the coming year will be the writing of:

- Basic level course
- Senior General level course

By implementing this year's plan we will be continuing toward our goal of providing a technical program which reflects the needs of society and industry.



## PHASE I

The following is a summary of the first year of equipment program renewal.

### Manufacturing Technology

- 4 C.N.C. lathes (Computer Numerical Control)
- 1 C.N.C. mill
- 4 Pneumatic trainers
- 4 Robotic arms

### Automotive Technology

- 9 (Hand) Engine Analyzers
- 2 Wheel Balancers

### Electronics

- 10 Programmable Controllers
- 28 Logic Trainers (Computer Technology)

### Woodworking

- 1 complete intermediate woodshop (Scott Park)
- 2 integrated shops (Sherwood, Hill Park)
- 3 dust collection systems
- 2 14" planers
- 1 20" planer

### Drafting (graphics)

- 3 Auto-CAD systems

### Renovation and Relocation

- changed three machine and auto shops into wood and multipurpose shops. (see above)

# PHASE I

The following is a summary of the first year of equipment program  
towers:

## Mechanical Technology

- 4 O.H.C. (Computer Numerical Control)
- 1 C.T.C. mill
- 4 Pressure Transducers
- 4 Hydraulic Presses

## Automatic Technology

- 2 (Hand) Engine Analyzers
- 2 Wheel Balancers

## Electronics

- 10 Programmable Controllers
- 28 Logic Trainers (Computer Technology)

## Welding

- 7 complete intermediate welding (semi auto)
- 2 manual gas (shielded metal arc)
- 2 dual collection systems
- 2 14" plasma
- 1 20" plasma

## Drawing (graphics)

- 2 Auto-CAD systems

## Measurement and Balancing

- changed three machines and auto shops into wood and multipurpose shops (see above)

- removed and relocated equipment where needed (Scott Park machine shop to Barton).

### In-Service

- started in-service programs to help teachers update their skills.

### Industrial Arts

- established an Industrial Arts Shop at Westdale Secondary School
- 2 14" planers for elementary schools.

### Summary of Expenditures

|                        |                     |
|------------------------|---------------------|
| Equipment              | \$227,500.00        |
| Renovations/Relocation | 40,000.00           |
| In-Service             | 10,000.00           |
| Program Awareness      | 2,500.00            |
| <b>TOTAL</b>           | <b>\$280,000.00</b> |



- removed and replaced equipment where needed (East Park building only in 2000).

#### In-Service

- started in-service programs to help teachers update their skills.

#### Industrial Arts

- established an Industrial Arts Shop at Webster Secondary School
- 2 1/2" course for elementary school

#### Summary of Expenditures

|                        |              |
|------------------------|--------------|
| Equipment              | \$257,000.00 |
| Renovation/Replacement | 40,000.00    |
| In-Service             | 20,000.00    |
| Program Awareness      | 2,500.00     |
| TOTAL                  | \$299,500.00 |

## PHASE II

As mentioned in the preamble, Phase II of the five year long range plan for the renewal of Tehnological Studies is nearing completion.

The following is a summary of PHASE II:

### Manufacturing Technology

- 8 C.N.C. lathes (Computer Numerical Control) upgraded to include C.A.D./C.A.M.
- 7 computers
- 4 pneumatic trainers
- 1 robotic arm
- 1 multi-purpose Manufacturing Shop (Westdale S.S.)
- completed Manufacturing Shop (Barton S.S.)

### Drafting

- 5 Auto-CAD systems (Computer Aided Drafting or Design)

### Woodworking

- established a Woodshop (Sir. J. A. Macdonald S.S.)

### Auto Mechanics

- 4 four post hoists
- 2 four wheel computer alignment systems to be shared by all schools.
- 1 electronic wheel balancer
- 8 Metallic Inert Gas (M.I.G.) welders

### Industrial Arts (Middle School)

- upgraded four shops with equipment
- 3 computers
- developed a software program

## PHASE II

As mentioned in the previous Phase II of the year long design plan for the National Technological Center as being developed.

The following is a summary of Phase II:

### Manufacturing Technology

- 2 C.N.C. Machine (Computer Numerical Control) systems in use
- 1 CAD/CAM
- 3 Computer
- 4 Programmable Controller
- 1 Robot arm
- 1 Industrial Manufacturing Shop (Welding S.S.)
- 1 Industrial Manufacturing Shop (Casting S.S.)

### Design

- 2 Auto-CAD systems (Computer Aided Drafting or Design)

### Workshop

- established a Workshop (See J. A. Macdonald S.S.)

### Auto Mechanics

- 4 four post hoists
- 2 four wheel computer alignment systems to be added by all schools
- 1 electronic wheel balancer
- 8 Metallic Inert Gas (MIG) welders

### Industrial Arts (Middle School)

- upgraded four shops with equipment
- 3 computers
- developed a software program



Renovation/Relocation

- converted an Electronics lab into a Woodshop
- converted a Machine Shop into a Multi-Purpose Shop
- exhaust systems placed into three schools
- relocated machines in several schools
- converted a Machine Shop to a Home Repair Shop (Westmount S.S.)

Plus

- In-service to upgrade teachers in the new technologies and curriculum.
- e.g. Machine Shop teachers - Fluid Power  
computer Aided Manufacturing  
Auto Mechanics - various in-service programs
- Drafting - Auto C.A.D. programs
- Electronics - Programmable Controllers
- Industrial Arts - Design & Technology workshops

Summary of Expenditure

|                        |                     |
|------------------------|---------------------|
| Equipment              | \$221,500.00        |
| Instructional Supplies | 4,000.00            |
| Renovation/Relocation  | 40,000.00           |
| In-service             | 12,000.00           |
| Program Awareness      | 2,500.00            |
| <b>TOTAL</b>           | <b>\$280,000.00</b> |

- converted an Electrical Lab into a Workshop
- converted a Machine Shop into a Welding Shop
- installed various pieces of new equipment
- installed electrical and plumbing systems
- converted a Machine Shop to a House (Workshop 2.5)

2000

- In-house to upgrade location in the new technology and equipment

ed Machine Shop location - Plus Power  
converts other buildings  
Auto Workshop - various projects ongoing

Painting - Auto C.A.D. programs

Electronics - Programmable Controllers

Industrial Arts - Design & Technology workshops

### Summary of Expenditures

|                        |                     |
|------------------------|---------------------|
| Equipment              | \$221,500.00        |
| Instructional Supplies | 4,000.00            |
| Renovation/Restoration | 40,000.00           |
| In-Service             | 15,000.00           |
| Program Awareness      | 2,500.00            |
| <b>TOTAL</b>           | <b>\$283,000.00</b> |

## PHASE III

A committee of Technological Studies teachers was formed to set priorities for the upcoming Phase III. From our meetings and in accordance with the board approved "five year plan", the following is an overview of Phase III:

### Auto Mechanics

- 4 four post hoists
- 2 computer wheel alignment systems
- 4 M.I.G. welders
- 2 electric wheel balancers
- 3 hand engine analyzers

### Drafting

- 5 Auto-C.A.D. systems

### Electronic/Electricity

- 4 robots
- 4 programmable controllers

### Manufacturing

- C.N.C. milling machines
- M.I.G. welders
- pneumatic trainers
- hydraulic trainers
- robotic arms (for C.A.D./C.A.M.)

### Woodworking

- establish a woodshop at Sir. W. Churchill
- complete woodshop at Sir John A. Macdonald

### Fluid Power

- complete Fluid Power (O.A.C.) lab at Sir Allan MacNab





Graphic Arts

- plate maker (Ainslie Wood Voc. School)

Principles of Technology

- establish a lab at Sherwood S.S.

Industrial Arts (Secondary)

- continue establishing Industrial Arts shops with support equipment by relocating and purchasing equipment (Westmount S.S., Delta S.S., Scott Park S.S.)

Industrial Arts (Middle)

- upgrading equipment where needed.
- 3 computers

Renovations/Relocation

- equipment not in service will be relocated to schools where there is a need.
- renovate a classroom to accommodate a Fluid Power lab.
- renovate an Electronics room to suit a Principles of Technology lab.
- renovate for one Multi-Purpose shop.
- renovate and locate a Woodshop.

In-Service of Technical Teachers

- continue to upgrade teachers in the new technologies and curriculum.

Summary of Expenditure

|                        |                     |
|------------------------|---------------------|
| Capital Equipment      | \$216,500.00        |
| Instructional Supplies | 6,000.00            |
| Renovations/Relocation | 50,000.00           |
| In-service             | 10,000.00           |
| Program Awareness      | 2,500.00            |
| <b>TOTAL</b>           | <b>\$280,000.00</b> |





## ON-GOING AND FUTURE DEVELOPMENTS

The following is an overview of some on-going and future developments in Technological studies:

- The implementation of new ministry curriculum guidelines.
- The implementation of Advanced Level Drafting in all composite schools.
- The expansion of Industrial Arts in our composite schools.
- Updating the middle school Industrial Arts equipment and curriculum.
- The rebuilding replacing and upgrading of existing equipment.
- Placement of a Woodshop in all composite schools.
- Appropriate use of computerization.
- Liaison with industry and colleges through advisory committees.
- Pursuing the proposed ministry/apprenticeship program. (School Workplace Apprenticeship Program -- S.W.A.P.)
- Increasing the number of home repair and multi-purpose shops.
- Expanding the number of courses available for adults.
- The continuation of in-service for teachers.
- Investigating new "hi-tech" equipment and new thrusts in Technological Studies.
- The development and implementation of Elements of Technology-Manufacturing, Communications, Transportation and Construction courses.



- The further implementation of OAC Technological Studies courses.

- The implementation of Principles of Technology.

- The integration of subjects to develop theme programs.

- presenting workshops to other boards.

- writing curriculum for the Ministry.

- presenting a seminar for O.C.T.E.A.

- four of the provincial seminars were presented to our Industrial Arts teachers.

We are also actively involved with industry and business by:

- membership on Advisory Committees.

- presentations to Skills Training Advisory Committee (S.T.A.C.) and all the S.T.A.C. sub-committees.

- continuing our Technological Advisory Council (T.A.C.)

We will continue our progressive pursuit in Technological Studies. The five year renewal plan is working and we are working toward viable programs aimed at satisfying the needs of to-day and in the future for our students.





### Conclusion

New technical courses, new directions and a new co-operative atmosphere with industry and colleges gives an optimistic outlook for the future of Technological Studies. Hamilton Public Board of Education is a leader in the new approach to Technological Studies and continues to provide provincial leadership. Examples include:

- presenting workshops for other boards.
- writing curriculum for the Ministry.
- presenting a seminar for O.C.L.E.A.
- four of five provincial awards were presented to our Industrial Arts teachers.

We are also actively involved with industry and business by:

- membership on Advisory Committees
- presentations to Skills Training Advisory Committee (S.T.A.C.) and all the S.T.A.C. sub committees.
- continuing our Technological Advisory Council (T.A.C.)

We will continue our progressive pursuit in Technological Studies. The five year renewal plan is working and we are working toward viable programs aimed at satisfying the needs of to-day and in the future for our students.





100 Main Street West  
Hamilton, Ontario  
1988 11 03

To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

**RE: REQUEST FOR CO-OPERATION WITH THE ADDICTION RESEARCH FOUNDATION  
TO CONTINUE PARTICIPATION IN A PROVINCE-WIDE SURVEY OF STUDENTS'  
ALCOHOL AND DRUG USE**

---

The Addiction Research Foundation is once again requesting that the Board of Education for the City of Hamilton participate in the next phase of a province-wide survey of students' alcohol and drug use.

As in the previous studies, a sample of students from throughout Ontario will be surveyed regarding their exposure to drug education, their awareness and use (if any) of alcohol and drugs, and problems experienced as a result of drug use.

Although students from Grades 7, 9, 11 and 13 will be included in the 1989 survey, the design of the study does not require that all boards provide students at all grade levels. For our Board, the Addiction Research Foundation proposes to select 14 Grade 13 classes from the Ministry of Education data files.

The survey is composed of a questionnaire designed in collaboration with consultants from the Survey Research Centre at York University. It will require approximately 35 minutes to administer. Individual responses by the students will remain completely confidential since names are not recorded on the questionnaire. Similarly, classes, schools and boards will retain their anonymity because the results will be analyzed on an aggregate basis. Student participation will, of course, be on a voluntary basis.

Previous research has allowed the Addiction Research Foundation to study trends in the use of tobacco, alcohol and other drugs. The last two surveys have shown significant and encouraging declines in drug use among students. Now it will be important to determine whether these changes are transient or enduring.





Following the completion of the present survey, the results of the province-wide findings will be distributed to participating boards. In the past, information from earlier studies has been useful in the area of program planning. Educational materials have been and will continue to be developed using information from these surveys.

As you are aware, there has been a recent thrust by the Ministry of Education in the area of drug education. Under the new guideline, it would appear that education relative to tobacco will be mandatory for students from Grades 4 to 10; and in Grades 7 to 10, learning about alcohol and drugs such as marijuana and cocaine will be mandatory for the first time.

*"Teachers, school boards and many different organizations have been working to get a strong anti-drug message across to our children. But I believe there is more to do. We have to try to do a better job at drug education in our schools."*

Chris Ward

IT IS RECOMMENDED THAT:

**The Board of Education for the City of Hamilton continue to co-operate with the Addiction Research Foundation and participate in the province-wide survey of students' alcohol and drug use.**

Prepared and submitted by: P. S. Beveridge  
Superintendent of Curriculum and  
Special & Educational Services

Approved by: K. A. Rielly  
Director of Education & Secretary





**REPORT OF THE**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**

**Present:** J. Bishop (Chairman), Trustees Baskin, Deans and Van Horne.  
Mesdames Dalziel, Knol, Masters, Oommen and Trott; Drs. Jacobs and  
Toby; Messrs. Foster and Ormerod.

**Also**

**Present:** A. Mutart (Hamilton Teachers' Federation)  
A. Kunc (Hamilton Principals' Association)  
G. Perrault (Headmasters)

**Officials**

**Present:** J. Yurkiw (Assistant Superintendent, Special Services)  
R. Adams (Co-ordinator, Special Education)  
F. Neumann (Administrative Assistant to the Superintendent of Curriculum  
and Special Services)

The Committee recommends:

**GENERAL**

1. That the Hamilton-Wentworth Communication Collective and Home Care have  
this committee's encouragement to sit on the Special Education Advisory  
Committee as resource personnel.
2. That the Special Education Advisory Committee recommend to the Board of  
Trustees that the programme, Operation Employability, be incorporated  
into the education system of the Hamilton Public Board of Education  
where it will become an option available to meet the needs of the young  
people who have different types of disabilities. We recommend that if  
this motion is passed, that there will be no gap in provision of  
service following the discontinuation of funding from the Job Futures  
Programme which finishes in December, 1988.

Respectfully submitted

Judith Bishop  
Chairman

Meeting Room  
1988 10 19





100 Main Street West  
Hamilton, Ontario L8N 3L1  
1988 11 03

To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

RE: **OPERATION EMPLOYABILITY**  
**INCREASING INDEPENDENCE THROUGH COMMUNITY LIVING**

---

### **BACKGROUND**

There has long been concern about the future of some of our severely handicapped students after they leave the education system. Many of them have profited greatly from the program offered, have expectations for the future, and are ready to build on the educational momentum they have experienced as a result of years of aggressive effort. Often, their hopes come to an abrupt end when they leave school because of the lack of appropriate opportunities within the community.

### **OPERATION EMPLOYABILITY**

As the elected officials are aware, Operation Employability is a School-to-Work Transition Program (supported work experience) which is currently viewed as a provincial/national demonstration project. It is sponsored by the Industry-Education Council in collaboration with the three Boards of Education within our area.

To date, thirty mentally and/or physically handicapped students have entered this program; and independent evaluations by the Social Planning and Research Council have assessed their progress in each of the first two years of the program. Through practice and formal evaluation, the use of Job Coaches has been identified as being essential to the continued success of the program in enhancing the students' employability skills and possible opportunities for eventual community employment. It would appear that a job coach can provide support for up to 15 students (1:15) assigned to work experience sites.

In terms of evaluation, funding will continue to be available through the Industry-Education Council to provide follow-up assessment of students for two years after they leave school. The object of this follow-up is to monitor their continued progress in terms of community living and possible future in the working world.

### **JOB COACHES**

In the Fall of 1987, the growing number of students in the program indicated a need for on-site support for employers and students relative to the development of employability skills through training and monitoring of students. As a result, through a Canada Employment & Immigration Commission Job Development Grant, the program was able to hire three job coaches (one per Board). This additional support strategy has proven to be most effective and is now being described as "essential" by the project steering committee and the Social Planning & Research Council evaluation. It should be noted that the grant application for the job coaches was processed through the Wentworth County Board of Education. For more details on the role description and general responsibilities of the job coach, please see Appendix A.





**THE PROBLEM**

The aforementioned grant was limited to the 1988 calendar year and will be terminated in December 1988. Administration in the three Boards involved view the "Coaches" component of this growing program as critical, and they are prepared to ask trustees to give the initiative very serious consideration during the 1989 budget review process. The problem is "bridge funding" from January through to final budget approval.

**FINANCIAL IMPLICATIONS**

|                                    | <b>BRIDGE FUNDING</b><br><b><u>JAN - APR, 1989</u></b> | <b>1988</b><br><b><u>ANNUAL COST</u></b> |
|------------------------------------|--------------------------------------------------------|------------------------------------------|
| Salary, Employee Benefits & Travel | \$8,400                                                | \$21,000                                 |
| Supplies, Furniture & Equipment    | <u>1,000</u>                                           | <u>1,000</u>                             |
| Total                              | \$9,400                                                | \$22,000                                 |

(More detailed information is provided in Appendix B.)

**SUMMARY**

Public school curricula for moderately and severely handicapped adolescents and young adults are changing. Recent trends have been away from specification of curricular goals on the basis of developmental age and toward instruction in chronologically age-appropriate skills students need to meet the demands of their community environments. Deficits in student performance during the school years and beyond suggest that this skill instruction must be conducted in real world settings, in the presence of non-handicapped people, and using naturally occurring materials and situations.

Since it would appear that moderately and severely handicapped individuals have difficulty generalizing skills from an artificially structured environment to the numerous natural environments within the community and that Operation Employability seems to be a major strategy for testing such a premise,

IT IS RECOMMENDED THAT:

- The Board of Education for the City of Hamilton supports the request of the Industry-Education Council to provide funding for a job coach for the mentally and/or physically handicapped students involved with Operation Employability.
- This position be a two-year term appointment, subject to a formal review by administration, and resulting in an evaluation report which shall be submitted to the Board during the fall of 1990.

Prepared and Submitted by: P.S. Beveridge  
Superintendent of Curriculum and  
Special & Educational Services

Approved by: K.A. Rielly  
Director of Education & Secretary





## ROLE DESCRIPTION

### JOB COACH OPERATION EMPLOYABILITY

**RESPONSIBLE TO:** Designated Board Liaison

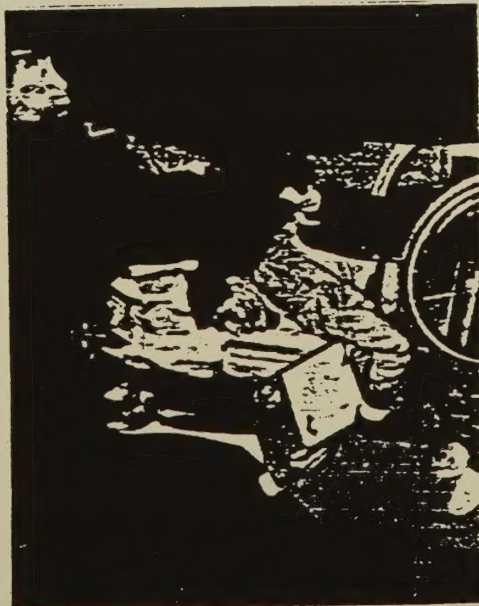
**DUTIES AND RESPONSIBILITIES:**

- To promote the philosophy of employability as it pertains to the mentally and/or physically handicapped students.
- To become familiar with the nature and needs of the handicapped and individualized needs of the students involved.
- To develop job markets for the handicapped students through analysis of and co-ordination with the employment sector.
- To work directly with each candidate assigned to case load.
- To develop open and on-going lines of communication among all parties involved (employers, schools, parents).
- To assist with the preparation of candidates for the selection committee (when required).
- To co-ordinate and ensure the completion of all necessary forms (when required).
- To provide on-site assistance to employers with regular follow-up communication to teachers.
- To be responsible for report writing and data management.
- To provide updated information to the Project Manager and Liaison Committee.





## RECOGNITION NIGHT

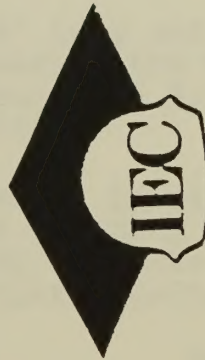


## WHY IS IT UNIQUE?

Because a community development approach is being utilized to help to facilitate the transition of handicapped adolescents from school to work.

This innovative partnership between education and the community can best help students with disabilities to open the door to a vocational future through work experience.

During the three year period of the project the participant's progress will be monitored and evaluated in each placement so that modification and improvements can be made.



**Peter Peterson, M.P.,  
Hamilton-West**

*"I am certain that the success of Operation Employability will encourage other communities across the country to develop similar means of helping disabled young people gain the necessary skills and experience needed to pursue their individual career aspirations."*

The second year of Operation Employability has been independently evaluated by The Social Planning and Research Council of Hamilton and District and judged to be successful. The evaluation report, entitled "Year Two In Review", states in part: "It has been an extremely productive year as the number of student participants has increased, the number of employer participants has increased, and job coaches have been hired".

## JOB COACHES

This year, 25 students and 25 employers participated in the program which entered its transitional phase, and included the addition of three Job Coaches. Each Job Coach is located at one of the three Boards of Education offices to assist the students in their work experience. The Coaches are working to perfect the process of selecting, preparing, matching, placing, training, monitoring and evaluating students.

## A WIN-WIN SITUATION

The handicapped adolescent develops important employability skills necessary for increased independence and gainful employment. Everyone benefits as an increasing number of young people overcome their disabilities and take their rightful place in society as productive citizens.

## COMMUNITY DEVELOPMENT

The Industry-Education Council wishes to acknowledge with sincere appreciation their many government, education, employer and community partners involved in the development of our unique school-to-work transition program for students with special needs in Hamilton-Wentworth.

## GOVERNMENT AND COMMUNITY FUNDERS:

Employment and Immigration Canada  
Secretary of State, Canada  
Ontario Ministry of Education  
Ontario Ministry of Community and Social Services  
Ontario Ministry of Labour  
Regional Municipality of Hamilton-Wentworth  
Hamilton District Society for Disabled Children



*"Operation Employability teaches students responsibility and I think they come away from the placements with a lot of pride in themselves."*

**- The Honourable Chris Ward  
Minister of Education**





REPORT OF THE  
COMMUNICATIONS ADVISORY COMMITTEE

Present: Mrs. Mary Caye Clarke (Chairman);  
Trustees Allen, Kennedy, Rogers and Van Horne.

Also  
Present: Trustee Whiteman.

Officials Present: K. A. Rielly (Director of Education and Secretary)  
F. Kelly (Superintendent of Schools - Area Two)  
O. Jackson (Co-Ordinator - Research Services)  
Mrs. T. Fulton (Vice-Principal - Barton Secondary)  
G. Gibson (.5 Media Services Consultant)  
P. Kropp (O.S.S.T.F. - Westdale Secondary)  
N. Forster (Information Officer)  
P. Kurelek (Information Assistant)

The Committee recommends:

GENERAL

- (a) That a sign measuring 13'4" long and 5'9" high be placed in front of the Education Centre bearing the Board of Education logo and the words "The Board of Education for the City of Hamilton" at an approximate cost of \$13,000.
- (b) That the 1989 Budget Estimates for the Communications Programs of the Board of Education for the City of Hamilton amount to \$133,700 representing an 8% increase over last year's Communications Program budget. (attached)

Respectfully submitted,

Mrs. Mary Caye Clarke,

Chairman.

Committee Room,  
1988 10 24.





October 24, 1988

1989 BUDGET ESTIMATES  
Re Communications Advisory Committee Programs  
(Items listed under most directly-related subcommittees)

| COMMITTEE                                     | PROJECT/ITEM (1988 ESTIMATES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1989 BUDGET REQUIREMENTS                                                                                                                                                                                                                                                             |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. STAFF PUBLIC RELATIONS<br>- Trish Fulton   | <ul style="list-style-type: none"> <li>- Staff Appreciation Events.....\$( 8,000)</li> <li>- Newspaper Ads - Newspaper Tributes (10 tributes planned for year) and other ads (Space Day, Tech Showcase)\$( 3,000)</li> <li>- Retirement Reception - food, certificates, banner, etc<br/>- (spouses being invited and service pins provided in 1989).....\$( 3,000)</li> <li>- Quarter Century Club.....\$( 8,500)</li> <li>- Pins.....\$( 5,000)</li> <li>- Telephone Directory.....\$( 800)</li> <li>- School Team.....\$( 7,500)</li> <li>- Photography - School Team, Staff Recognition, etc.....\$( 2,000)</li> <li>Total.....\$( 37,800)</li> </ul>                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>\$ 8,000</li> <li>3,000</li> <li>3,500</li> <li>8,500</li> <li>5,000</li> <li>800</li> <li>15,000*</li> <li>2,000</li> <li>\$ 45,800</li> </ul>                                                                                               |
| 2. EXTERNAL PUBLIC RELATIONS<br>- Frank Kelly | <ul style="list-style-type: none"> <li>- Logo Pins.....\$( 4,900)</li> <li>- Logo Name Badges.....\$( 100)</li> <li>- Token gifts, pins, etc., to be developed for visitors, etc....</li> <li>- Information Sheets.....\$( 500)</li> <li>- Director's Annual Report (video/brochure possible alternative)\$( 10,000)</li> <li>- Brochures - Welcome, SEAC, etc.....\$( 1,000)</li> <li>- Presentation Folders.....\$( 500)</li> <li>- "Back to School" combined with Continuing Ed. calendar.....\$( 12,000)</li> <li>- Photography - business portraits, officials, etc.....\$( 2,000)</li> <li>- proposed information program for realtors.....\$( 2,000)</li> <li>- Speakers' Bureau.....\$( 2,000)</li> <li>- Corporate Challenge/Cancer Ride.....\$( 2,000)</li> <li>- Breakfasts (community).....</li> <li>- Seniors (Gold Card Program).....( 1,000)</li> <li>- Information Display Racks.....\$( 8,000)</li> <li>Total.....\$( 46,000)</li> </ul> | <ul style="list-style-type: none"> <li>\$ 2,000</li> <li>100</li> <li>500</li> <li>500</li> <li>10,000*</li> <li>1,000</li> <li>500</li> <li>15,000</li> <li>2,000</li> <li>2,000</li> <li>2,000</li> <li>2,000</li> <li>500</li> <li>1,000</li> <li>-</li> <li>\$ 39,100</li> </ul> |
| 3. EVALUATION<br>- Paul Kropp                 | <ul style="list-style-type: none"> <li>- Telephone surveys and other measurement techniques to be developed in 1988.....\$( 2,000)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>\$ 4,000</li> </ul>                                                                                                                                                                                                                           |
| 4. MEDIA - Gary Gibson                        | <ul style="list-style-type: none"> <li>- CHCH-TV spots, production and airing, in-house video prod.....\$( 13,000)</li> <li>(4 spots proposed for 1989, in-house video (\$500) and mall display support (\$500)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>\$ 25,000*</li> </ul>                                                                                                                                                                                                                         |





1989 BUDGET ESTIMATES  
Re Communications Advisory Committee Programs

- 2 -

| COMMITTEE                          | PROJECT/ITEM (1988 ESTIMATES)                                              | 1989 BUDGET REQUIREMENTS |
|------------------------------------|----------------------------------------------------------------------------|--------------------------|
| 5. EDUCATION WEEK<br>- Ron Kennedy | - Area projects, printing, etc.....\$( 14,000)                             | \$ 14,000                |
| 6. SCHOOL-LEVEL                    | - Primarily for funding school-level PR projects.....\$( 10,000)           | \$ 17,500                |
|                                    | - Materials for school-level PR representatives, in-service.....\$( 1,000) | <u>1,000</u>             |
|                                    | Total.....\$( 11,000)                                                      | \$ 18,500                |
| GENERAL COMMITTEE                  | - Miscellaneous meeting expenses (guest speakers, refreshments)            | \$ 350                   |
|                                    | Totals.....\$(123,800)                                                     | \$ 146,750               |

Please Note: Education Centre lawn sign is not included in Operating budget here but should be included in Capital budget per 1988 direction of Communications Advisory Committee (\$13,200).

\* Items subject to possible reductions due to evaluation surveys and other considerations between now and the end of December, 1988.



REPORT OF THE  
SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE

Present: H. Detwiler (Chairman), Trustees Clarke, Rogers and Van Horne.

Officials

Present: P. Beveridge (Superintendent of Curriculum and Special & Educational Services)  
J. Yurkiw (Assistant Superintendent, Special Services)  
B. Schofield (Co-ordinator, Adjustment Services)  
D. Sayers (Special Needs Counsellor)

The Committee recommends:

GENERAL

1. That the Statistical Report for 1987-88 be approved as presented to the members:

(see attached)

Respectfully submitted,

Helen Detwiler  
Chairman

Meeting Room  
1988 10 25





## SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)

1987-88

PAGE 47..

|                                                                                                                          | 14 YEARS OLD<br>BOYS | 14 YEARS OLD<br>GIRLS | 15 YEARS OLD<br>BOYS | 15 YEARS OLD<br>GIRLS | T O T A L<br>BOYS | T O T A L<br>GIRLS | T O T A L |
|--------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|----------------------|-----------------------|-------------------|--------------------|-----------|
| 1.No. of students on approved programs requiring part-time attendance at school                                          | 3                    | 0                     | 5                    | 0                     | 8                 | 0                  | 8         |
| 2.No. of students on approved programs including some formal education, such as night school or correspondence course(s) | 0                    | 4                     | 6                    | 8                     | 6                 | 12                 | 18        |
| 3.No of students on approved programs with no school component required                                                  | 5                    | 2                     | 18                   | 11                    | 23                | 13                 | 36        |
| 4.SUBTOTAL: No. of students not attending full time day school (Add #1 + #2 + #3)                                        | 8                    | 6                     | 29                   | 19                    | 37                | 25                 | 62        |
| 5.No. of students processed by S.A.L.E.P. Committee, but required to attend school full time                             | 0                    | 0                     | 0                    | 0                     | 0                 | 0                  | 0         |
| 6.TOTAL No. of Applications (Add #4 + #5)                                                                                | 8                    | 6                     | 29                   | 19                    | 37                | 25                 | 62        |
| PROGRAM ENROLLED IN AT TIME OF RELEASE                                                                                   |                      |                       |                      |                       |                   |                    |           |
| A. Elementary: Gr. 6                                                                                                     | 1                    | 1                     |                      |                       | 1                 | 1                  | 1         |
| Gr. 7                                                                                                                    |                      |                       |                      |                       |                   |                    | 2         |
| Gr. 8                                                                                                                    |                      |                       |                      | 2                     |                   | 2                  | 2         |
| B. Secondary: Vocational, Level IX                                                                                       | 7                    | 1                     | 18                   | 8                     | 25                | 9                  | 34        |
| Vocational, Level X                                                                                                      |                      | 1                     | 2                    | 2                     | 2                 | 3                  | 5         |
| Composite, Level IX                                                                                                      |                      | 2                     | 7                    | 4                     | 7                 | 6                  | 13        |
| Composite, Level X                                                                                                       |                      |                       | 2                    | 3                     | 2                 | 3                  | 5         |
| C. No. of Students Not Attending Full Time School<br>(Add A + B = #4 above)                                              | 8                    | 6                     | 29                   | 18                    | 37                | 25                 | 62        |





Education Centre,  
100 Main Street West,  
Hamilton, Ontario,  
1988 11 08.

To The Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

I have the honour to present the following recommendation for  
your approval:

ELEMENTARY/SECONDARY

- (a) That the following trip requests be approved:
  - (i) Glendale, Grades 9-11, Basketball Tournament, Dunkirk,  
New York, 1988 12 01 and 03 (Thursday and Saturday)
  - (ii) Glendale, Grades 9-11, Basketball Tournament, Ann  
Arbor Michigan, 1988 12 18-21 (Sunday to Wednesday)
  - (iii) Glendale, Grades 9-11, Basketball Tournament, Oshawa,  
1989 02 03 and 04 (Friday to Saturday)
  - (iv) Glendale, Grades 9-11, Basketball Tournament, Midland,  
1989 02 10-11 (Friday and Saturday)
  - (v) Hill Park, Grades 9-12, Outdoor Education, Talisman  
Ski Resort, 1989 01 05 (Thursday)
  - (vi) Hill Park, Grades 9-12, Outdoor Education, Talisman  
Ski Resort, 1989 03 02
  - (vii) A.C.E.S., Grades 7-8, Ellicottville Ski Resort, 1989 01  
20 (Friday)

Respectfully submitted,

K. A. Rielly,  
Director of Education  
and Secretary.

\*jep



REPORT OF THE

COMMUNICATIONS ADVISORY COMMITTEE

Present: Mrs. Mary Caye Clarke (Chairman);  
Trustees Allen, Kennedy, Rogers and Van Horne.

Also

Present: Trustee Whiteman.

Officials K. A. Rielly (Director of Education and Secretary)

Present: F. Kelly (Superintendent of Schools - Area Two)  
O. Jackson (Co-Ordinator - Research Services)  
Mrs. T. Fulton (Vice-Principal - Barton Secondary)  
G. Gibson (.5 Media Services Consultant)  
P. Kropp (O.S.S.T.F. - Westdale Secondary)  
N. Forster (Information Officer)  
P. Kurelek (Information Assistant)

The Committee recommends:

ELEMENTARY/SECONDARY

- (a) That the Superintendent of Plant continue to pursue the direction of the City concerning the sign at Central Elementary School and a report be presented to the Operations Management Committee as soon as possible.

Respectfully submitted,

Mrs. Mary Caye Clarke,

Chairman.

Committee Room,  
1988 10 24.



REPORT OF THE  
COMMITTEE ON THE  
OPERATIONS OF THE

Mr. Ray E. Clark (President)  
Mr. J. H. Clark (Secretary)

Page 1

Page 2

- 1. Mr. J. H. Clark (President)
- 2. Mr. J. H. Clark (Secretary)
- 3. Mr. J. H. Clark (Secretary)
- 4. Mr. J. H. Clark (Secretary)
- 5. Mr. J. H. Clark (Secretary)
- 6. Mr. J. H. Clark (Secretary)
- 7. Mr. J. H. Clark (Secretary)
- 8. Mr. J. H. Clark (Secretary)
- 9. Mr. J. H. Clark (Secretary)
- 10. Mr. J. H. Clark (Secretary)

The committee recommends:

RECOMMENDATIONS

(a) That the Superintendent of Public Schools be authorized to conduct the investigation of the City concerning the operations of the City and a report be presented to the Operations Management Committee as soon as possible.

Respectfully submitted,

Mr. Ray E. Clark

President

Ray E. Clark  
Page 11

CA4 ON HBL W26  
A35

# A G E N D A

## OPERATIONS MANAGEMENT COMMITTEE

1988 12 06

Confirmation of the minutes of the last meeting.

### GENERAL

#### BUSINESS ARISING OUT OF THE MINUTES:

1. Re-tendering - George R. Allan School Addition - **pages 1 - 7.**

#### NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Formation of Ad Hoc Committees:
  - (a) Communications Advisory Committee
  - (b) Name Search Committee - Block 79
  - (c) Committee to Study Future Parking Needs
  - (d) A.I.D.S. Policy
  - (e) Microcomputer Advisory Committee
  - (f) Committee to Study Transportation Implications  
- French Immersion and Other Programs
3. Resolution re: Signing Authority - **page 8.**
4. Investment of Short Term Funds.
5. Cash Flow.
6. Membership and Term of Office for the Special Education Advisory Committee - **pages 9 - 11.**
7. Report of the Special Education Advisory Committee - **page 12.**
8. Renewal of Insurance Policies - **pages 13 - 20.**
9. Section 16 Programs:
  - (a) New Adolescent Day Treatment Pilot  
Pilot Program - **pages 21 - 23.**
  - (b) Dawn Patrol Group Homes - Expansion  
- **pages 24 - 26.**
10. Capital Expenditure Forecast - **pages 27 - 35.**
11. 1989 Proforma Budget - **pages 36 - 38.**

### ELEMENTARY/SECONDARY

#### BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Sign at Central Elementary School.  
- **pages 39 - 41.**

#### NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 42 & 43.**
2. Report of the Special Education Advisory Committee - **page 44.**

Dec  
6





1988 11 29.

To the Chairman and Members,  
Operations Management Committee,  
Board of Education,  
Hamilton, Ontario.

Re: George R. Allan Elementary School Addition

Ladies & Gentlemen:

In July of 1988 the Board directed that the above project be re-tendered no later than February of 1989.

Consequently, the Superintendent of Plant requests authorization to re-tender in January, the above project, based on the attached small scale drawings, outlining the scope of the work.

Prepared and submitted by: R. T. Orlando, Superintendent of Plant

Approved by: K. A. Rielly, Director of Education & Secretary.

G. R. ALLAN  
SITE PLAN

KING STREET WEST

BOULEVARD - LEVE-TAYLOR ARCHITECTS  
P.O. BOX 100 - BRAMPTON, ONTARIO L6Y 4K1

1981

1. The first part of the report  
describes the general situation  
of the country in 1981.  
The second part describes the  
situation in 1982.

2. The third part of the report

describes the situation in 1983.

3. The fourth part of the report  
describes the situation in 1984.

4. The fifth part of the report  
describes the situation in 1985.  
The sixth part of the report  
describes the situation in 1986.

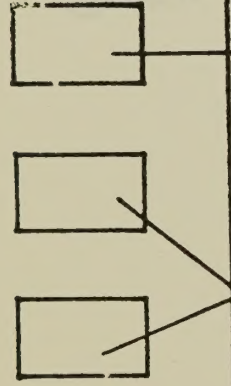
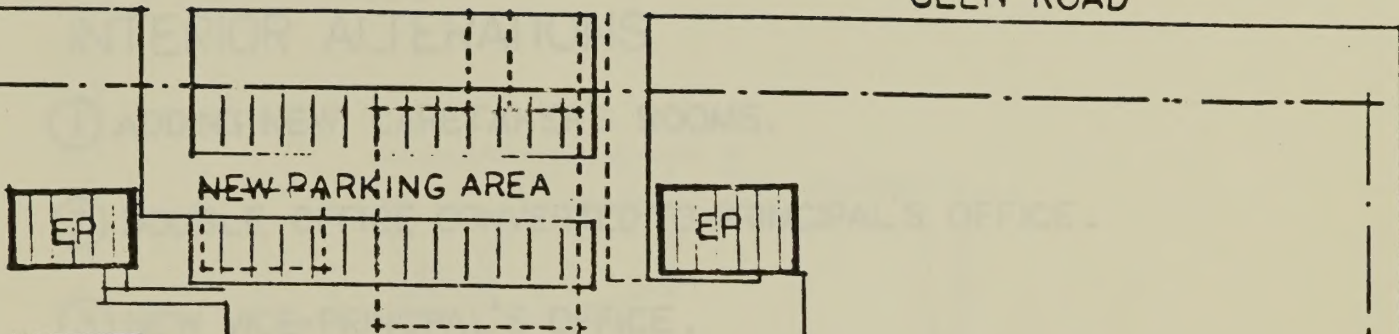
5. The seventh part of the report  
describes the situation in 1987.

6. The eighth part of the report  
describes the situation in 1988.

# SCHEME 2 R

G. R. ALLAN

GLEN ROAD

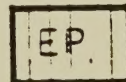


RELOCATED  
PORTABLE

asphalt paving

grass

NEW  
PORTABLE



PROPOSED ADDITION

CREATIVE  
PLAYGROUND

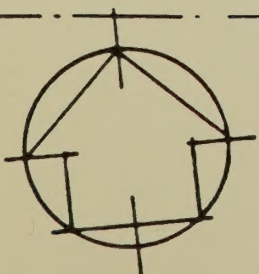
EXISTING SCHOOL

BOND STREET NORTH

**G. R. ALLAN**

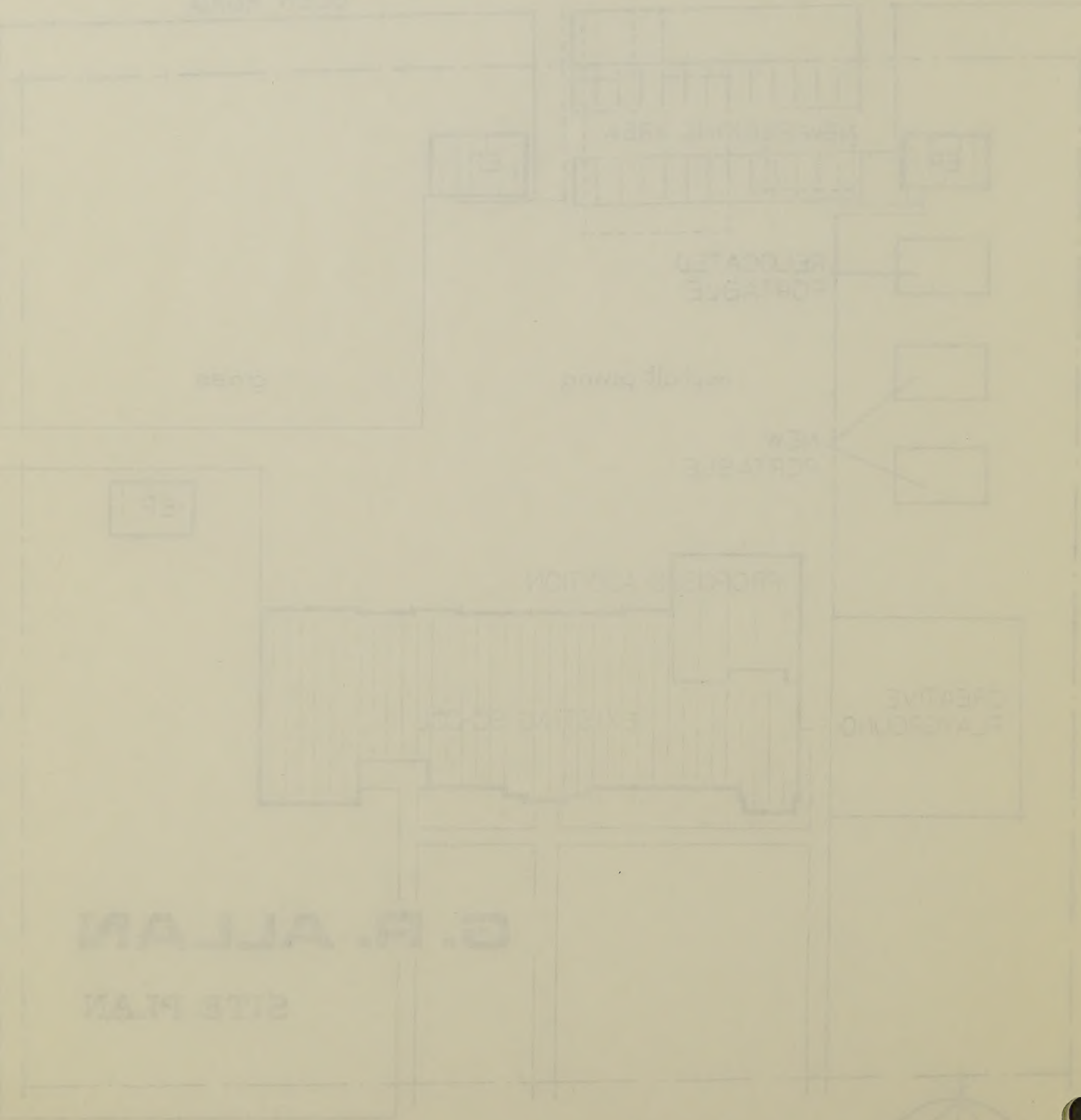
**SITE PLAN**

KING STREET WEST





Green Road



G. R. ALLAN

SITE PLAN

WEST STREET

# G. R. ALLAN

## INTERIOR ALTERATIONS

- ① ADDING NEW CARETAKER'S ROOMS.
- ② DOUBLE OFFICE CONVERTED TO PRINCIPAL'S OFFICE.
- ③ NEW VICE-PRINCIPAL'S OFFICE.



E. R. ALLEN

INTERIOR ALTERATIONS

① ADD NEW SLEEPING ROOMS

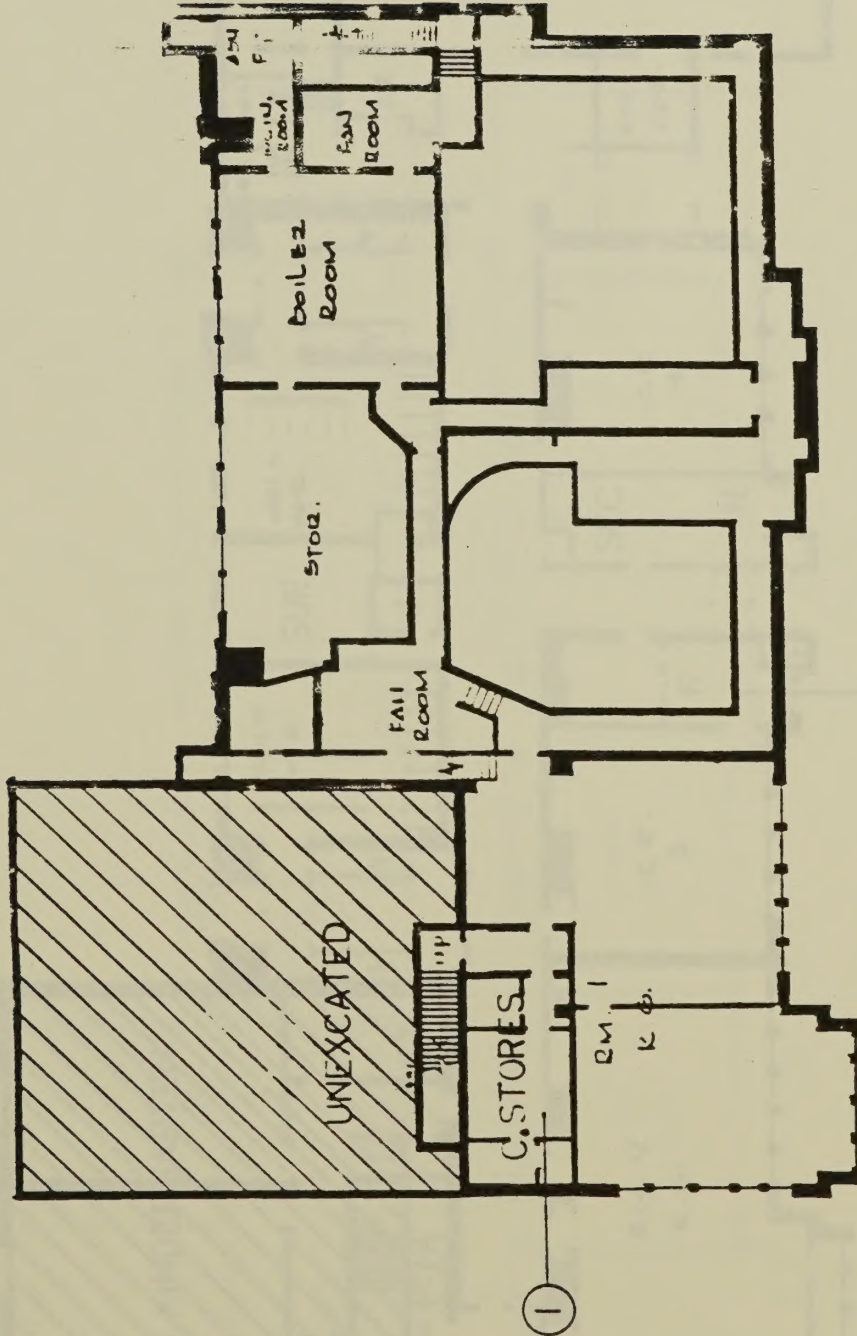
② ADD NEW OFFICE CONNECTED TO SLEEPING OFFICE

③ NEW VICE-PRESIDENT'S OFFICE



SCHEME 2R

PAGE 4.



**G. R. ALLAN**  
**BASEMENT**

SOUTER - LENZ - TAYLOR ARCHITECTS  
P.O. BOX 7188, ANCASTER, ONTARIO L9G3L4

PROPERTY OF THE U.S. GOVERNMENT

100-100000

100-100000

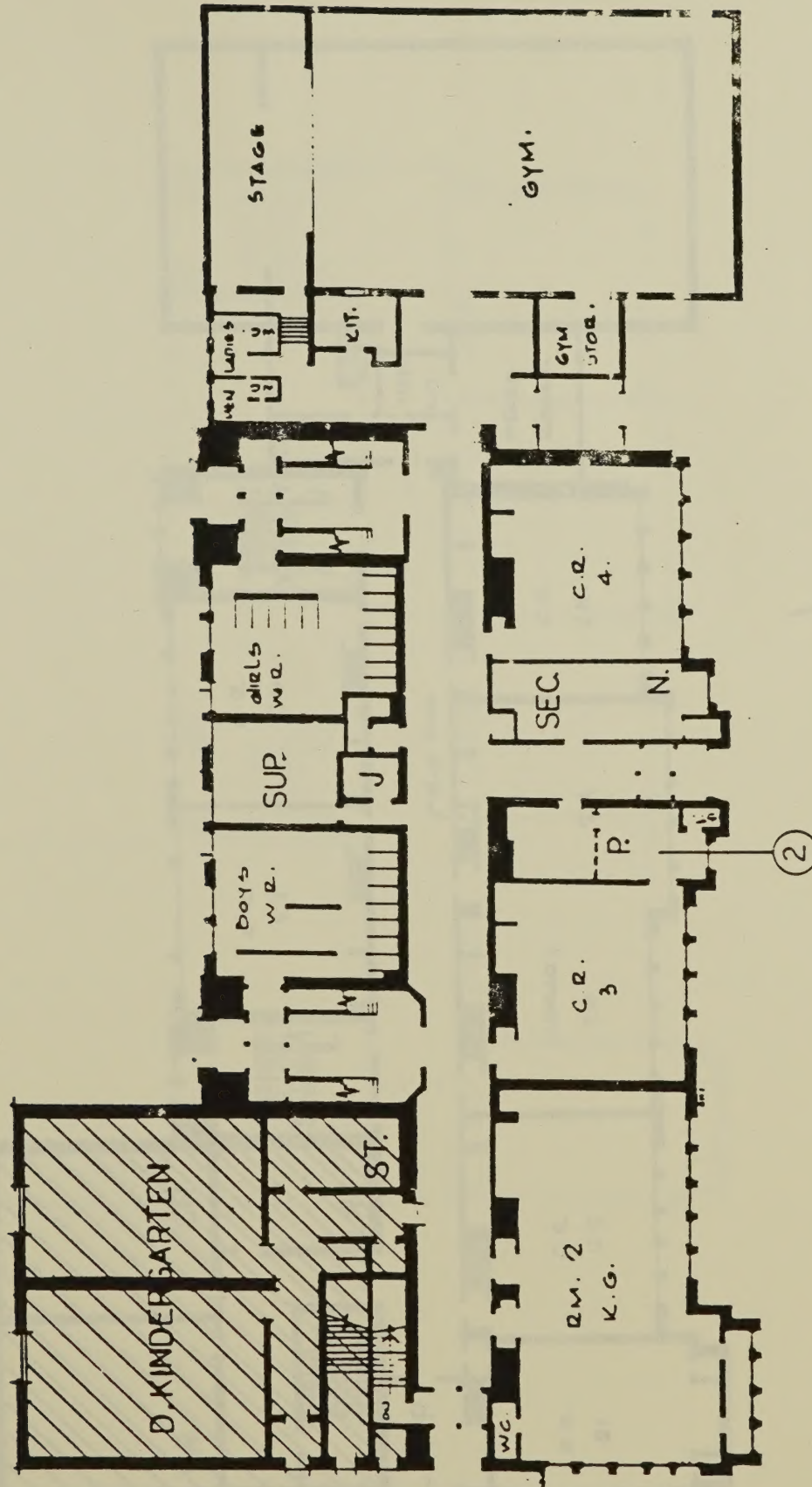
(10)

UNITED STATES  
DEPARTMENT OF  
THE ARMY



(11)

# SCHEME 2 R



## G. R. ALLAN FIRST FLOOR

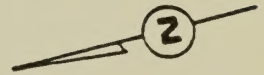




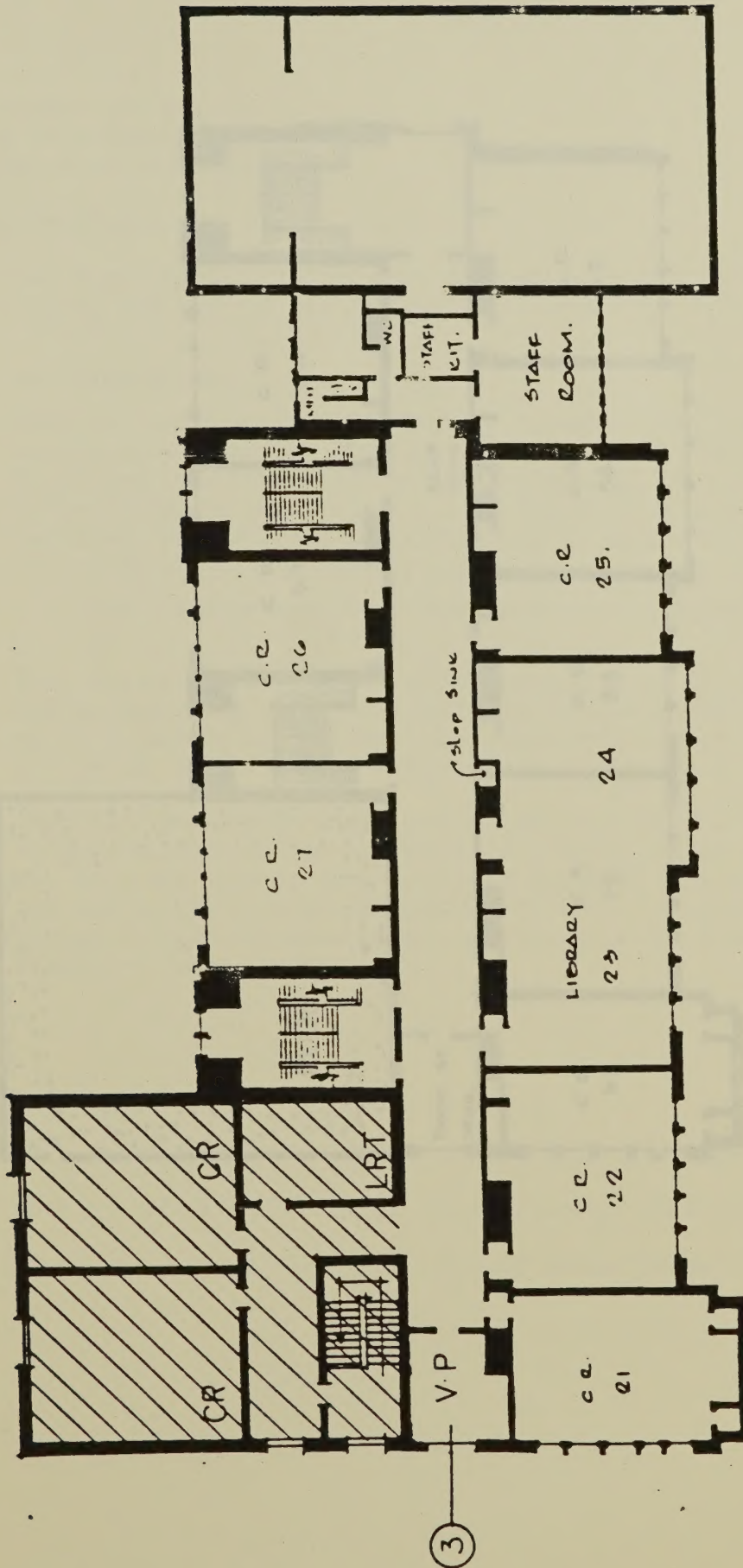
WALLS  
FLOOR  
CEILING

1

# G. R. ALLAN SECOND FLOOR



SCHEME 2 R



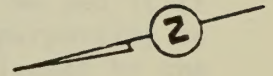
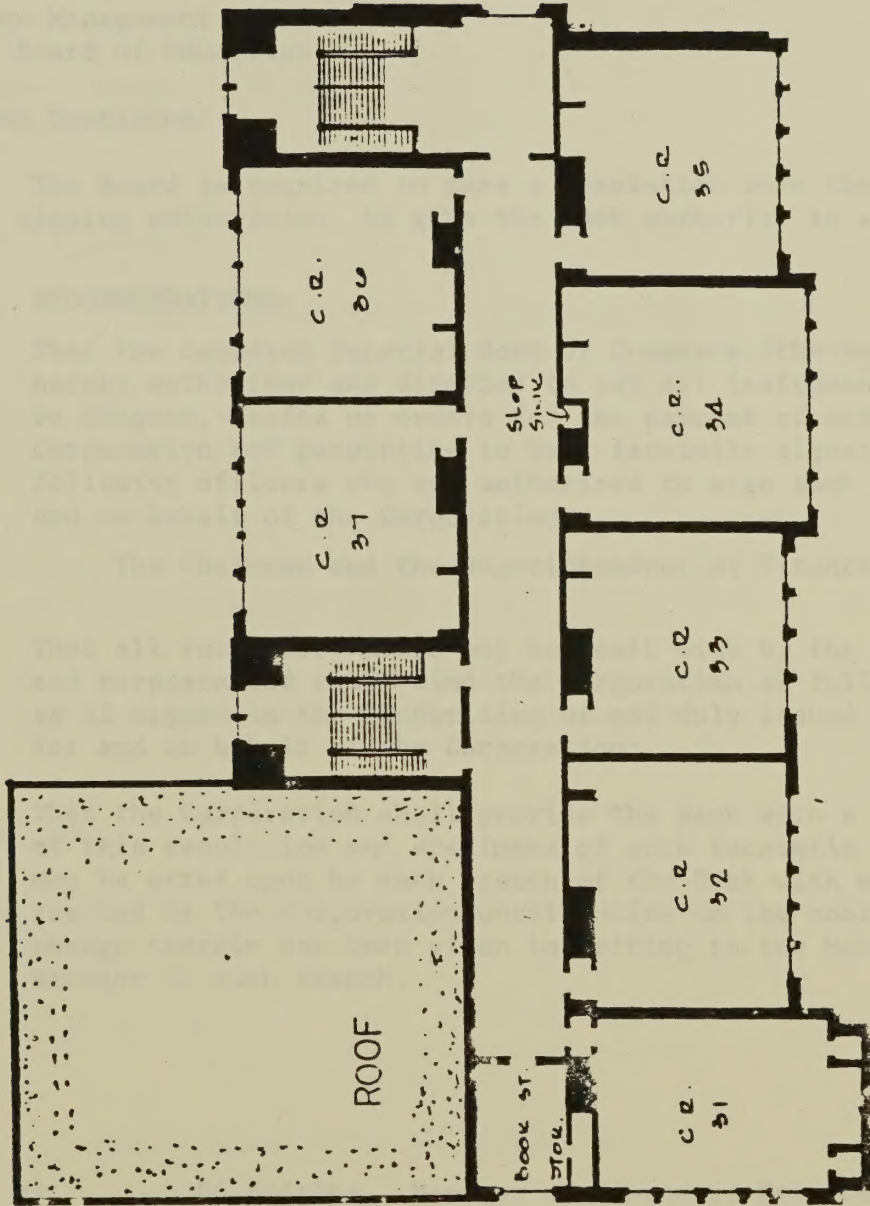
U.S. GOVERNMENT PRINTING OFFICE: 1964

WALLA WALLA  
PUBLIC OFFICE



SCHEME 3A





# G. R. ALLAN THIRD FLOOR

SCHEMATIC



MAJOR ROOMS

1

Education Centre  
100 Main Street West  
Hamilton, Ontario  
1988 12 06

To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

The Board is required to pass a resolution when there is a change in title of signing authorities, to give the bank authority to accept our cheques.

RECOMMENDATIONS:

1. That the Canadian Imperial Bank of Commerce (the Bank) be and it is hereby authorized and directed to pay all instruments purporting to be cheques, drafts or orders for the payment of money issued by the Corporation and purporting to bear facsimile signatures of the following officers who are authorized to sign such instruments for and on behalf of the Corporation:

The Chairman and the Superintendent of Finance and Treasurer;

2. That all such instruments may be dealt with by the Bank to all intents and purposes and shall bind the Corporation as fully and effectually as if signed in the handwriting of and duly issued by such persons for and on behalf of the Corporation;
3. That the Corporation shall provide the Bank with a certified copy of this resolution and specimens of such facsimile signatures which may be acted upon by each branch of the Bank with which any dealings are had by the Corporation until notice to the contrary or of any change therein has been given in writing to the Manager or Acting Manager of such branch.

Prepared by: Ed Hodgins, Manager of Financial Services

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary



Enclosed herewith  
are the following  
documents, which  
were received from  
the Department of  
Education and  
Science, dated  
1955-11-10.

For the Department of  
Education and Science,  
Washington, D.C.

Very truly yours,

The Department of Education and Science  
has the honor to acknowledge the receipt of your letter  
of the 11th instant, regarding the above-captioned  
subject.

REPLY:

1. That the Department of Education and Science  
has the honor to acknowledge the receipt of your letter  
of the 11th instant, regarding the above-captioned  
subject, and to advise you that the Department  
is currently reviewing the matter and will  
reply to you as soon as a final decision  
has been reached.

The Department of Education and Science

2. That the Department of Education and Science  
has the honor to acknowledge the receipt of your letter  
of the 11th instant, regarding the above-captioned  
subject, and to advise you that the Department  
is currently reviewing the matter and will  
reply to you as soon as a final decision  
has been reached.

3. That the Department of Education and Science  
has the honor to acknowledge the receipt of your letter  
of the 11th instant, regarding the above-captioned  
subject, and to advise you that the Department  
is currently reviewing the matter and will  
reply to you as soon as a final decision  
has been reached.

Very truly yours,  
Director of Education and Science  
Washington, D.C.

100 Main Street West  
Hamilton, Ontario L8N 3L1  
1988 11 29

To the Chairman and Members  
Operations Management Committee  
Board of Education for the City of Hamilton

Ladies and Gentlemen:

**RE: MEMBERSHIP AND TERM OF OFFICE FOR  
THE SPECIAL EDUCATION ADVISORY COMMITTEE**

---

**LEGISLATIVE REQUIREMENTS**

Administration would like to draw your attention to the following excerpts of specific details relating to the membership and the term of office of representatives on the Special Education Advisory Committee.

The Source of this information is the Education Act, May 1987, 182 (1) through (11), as well as supplementary sections referred to in the Act.

**A. Mandate**

"Every board shall, subject to subsection (6), establish a special education advisory committee . . . . ."

Education Act 182 (2)

**B. General Requirements for SEAC Membership**

(1) "A person is qualified to be elected as a member of the Board or to be appointed to this Committee if he or she is:

- (a) a Canadian citizen;
- (b) of the full age of eighteen years;
- (c) a resident within the area of jurisdiction of the Board; and
- (d) a public school elector."

Education Act 196 (1) and 183 (3)

The Board shall have  
the authority to  
make such

To the Board and Members  
of the Board  
of the Board

Factor and Condition

The Board shall have the authority  
to make such

LEGISLATIVE PROVISIONS

Administrative work shall be done in accordance with the following provisions of the  
Act relating to the Board and the Board of Directors of the  
Special Education Agency (SEAC)

The scope of the Board's powers shall be as follows: (a) to make such  
well as supplementary powers referred to in the Act

A. Mandate

Every board shall, subject to subsection (b), establish a special education advisory  
committee

Education Act 1990

B. General Responsibilities for SEAC Membership

(1) "A person is qualified to be elected as a member of the Board or to be appointed  
to the Committee if he or she is

- (a) a Canadian citizen;
- (b) at least 18 years of age;
- (c) a resident within the area of jurisdiction of the Board; and
- (d) a qualified person.

Education Act 1990 (b) and (c)



### **C. Regular Membership Through A Local Association**

- (1) "Local association" means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

Education Act 182 (1) (c)

- (2) "A special education advisory committee shall consist of:
  - (a) one representative from each of the local associations, not to exceed twelve, in the area of jurisdiction of the board, as nominated by the local association and appointed by the board;
  - (b) where the board provides a French-Language instructional unit as defined in clause 260 (c), one or more members who are French-speaking appointed by the board as representative of the French-speaking ratepayers or supporters of the board;
  - (c) Similar to (b), but referring to English-language instructional units;
  - (d) three members appointed by the board from among its members.

Education Act 182 (2)

### **D. Qualifications for Additional Membership**

- (1) In addition to the members referred to in clauses (a), (b), (c) and (d), the board may appoint one or more additional members who are not representative of either a local association or a French-speaking community and are not members of the board or of a committee of the board.

Education Act 182 (2)

- (2) Each of the members appointed under subsection (2) of the Act, who are not members of the board shall have the qualifications required for members of the board that have appointed them.

Education Act 182 (3)

### **E. Length of Term of Appointment**

SEAC representatives shall hold office during the term of the members of the board and until a new board is organized.

Education Act 182 (3)





## RECOMMENDATIONS

Administration recommends that:

- (1) The following representatives from Community Organizations be appointed as members to the Special Education Advisory Committee, for a period of 3 years, beginning December 1, 1988 and extending through November 30, 1991:

Association for Bright Children - Doreen Knol  
Association for Children and Adults with Learning Disabilities - Sylvia Trott  
Autistic Society - Ian Adamson  
Canadian Hearing Society - Lynn Ormerod  
Canadian National Institute for the Blind Parents' Committee - Jeff Foster  
Downs' Syndrome Association - Frances Oommen  
Hamilton and District Association for the Mentally Retarded - Joseph Harwood  
Hamilton and District Parents of Disabled Children- Judy Masters  
Hamilton and District Society for Disabled Children - Nalda Dalziel  
Hamilton Council of Home and School - To be named

- (2) The following Additional Members be appointed to the Special Education Advisory Committee:

Augmentative Communications Collective - Geraldine Schram  
Hamilton-Wentworth Home Care Program - Vida Mazza  
Ontario Psychological Association - Dr. J. Toby

- (3) The following Non-voting Community Representative be appointed to the Special Advisory Committee:

Community Resource  
Chedoke-McMaster Hospitals  
Dr. P. Newberry

Prepared and submitted by: Peter S. Beveridge  
Superintendent of Curriculum and  
Special & Educational Services

Approved by: Keith. A. Rielly  
Director of Education and Secretary



Additional recommendations

(1) The following representative names should be appointed to the Special Committee for the period of 3 years, beginning January 1, 1980, and ending December 31, 1982:

- Association for Higher Education - James K. ...
- Association for Children and Adults with Learning Disabilities - Sylvia ...
- Autistic Society - ...
- Canadian Hearing Society - ...
- Canadian Youth Council for the Deaf - ...
- Deaf Sports Association - ...
- Deafness and Deafness Association for the Deaf - ...
- Deafness and Deafness Association for the Deaf - ...
- Deafness and Deafness Association for the Deaf - ...
- Deafness and Deafness Association for the Deaf - ...
- Deafness and Deafness Association for the Deaf - ...

(2) The following Additional Members be appointed to the Special Committee:

- Argentinean Communication Collective - ...
- Argentinean-Worldwide Home Care Program - ...
- Argentinean Psychological Association - ...

(3) The following Non-voting Community Representatives be appointed to the Special Advisory Committee:

- Community Resource - ...
- Community Resource - ...
- Community Resource - ...

Prepared and submitted by:  
Department of Education and  
Special Educational Services

Approved by:  
Minister of Education and Secretary

**REPORT OF THE  
SPECIAL EDUCATION ADVISORY COMMITTEE**

**Present:** J. Bishop (Chairman), Trustees Baskin and Desmarais  
Mesdames Dalziel, Knol, Masters and Trott; Drs. Jacobs  
and Newberry;

**Also**

**Present:** A. Mutart (Hamilton Teachers' Federation)  
A. Kunc (Hamilton Principals' Association)  
G. Perrault (Headmasters)  
E. Weins (Consultant, Special Education)

**Officials**

**Present:** P. Beveridge (Superintendent of Curriculum, Special &  
Educational Services)  
J. Yurkiw (Assistant Superintendent, Special Services)  
R. Adams (Co-ordinator, Special Education)  
F. Neumann (Administrative Assistant to the  
Superintendent of Curriculum & Special  
Services)

The Committee recommends:

**GENERAL**

- (a) That the officials ascertain the effectiveness of the All Terrain Wheelchair Vehicle by either borrowing or purchasing one from the supplier and thereby determine the number that may be required to meet the needs of the system.

Respectfully submitted,

Judith Bishop  
Chairman.

Meeting Room  
1988 11 16.

REPORT OF THE  
SPECIAL INVESTIGATING COMMITTEE

1. During the period from January 1, 1941, to January 1, 1942, the Committee has conducted a thorough investigation of the activities of the various groups and individuals mentioned in the report of the Special Investigating Committee of January 1, 1941.

2. The Committee has found that the activities of the various groups and individuals mentioned in the report of the Special Investigating Committee of January 1, 1941, have continued during the period from January 1, 1941, to January 1, 1942.

3. The Committee has found that the activities of the various groups and individuals mentioned in the report of the Special Investigating Committee of January 1, 1941, have continued during the period from January 1, 1941, to January 1, 1942.

The Committee recommends:

Recommendations

(a) That the activities mentioned in the report of the Special Investigating Committee of January 1, 1941, be continued and that the Committee be authorized to continue its investigation of the activities of the various groups and individuals mentioned in the report of the Special Investigating Committee of January 1, 1941.

Very truly yours,

John H. H. H.

Chairman

Respectfully,  
John H. H. H.

John H. H. H.



Board of Education,  
Hamilton, Ontario,  
1988 12 06.

TO THE CHAIRMAN AND MEMBERS,  
OPERATIONS MANAGEMENT COMMITTEE,  
Board of Education.  
Hamilton, Ontario.

Ladies and Gentlemen:

The following recommendation regarding our insurance  
schedules are submitted for your approval.

**LIABILITY INSURANCE**

One-year policy 1989 01 01 TO 1989 12 31 - Ontario School  
Board's Insurance Exchange - Premium - \$146,134.

**Comprehensive General Liability Insurance**

Coverage \$10,000,000.

Covers world wide activities of the Board.

Bodily injury each person

Each Occurrence Inclusive limit \$10,000,000

Property Damage each accident

Non-owned automobile coverage - third party liability.

**Incidental Professional and Malpractice Liability**

**Environmental Impairment**

**Errors and Omissions**

**Legal Expense**

**AVIATION AND TRAVEL FOR TRUSTEES**

One-year policy 1989 01 01 to 1989 12 31 - Seaboard Life  
Insurance Company - Premium \$ 551.

Principal Sum - \$50,000

Physical, Surgeon, Dental, Hospital Nurse \$10,000

Weekly Accident Indemnity \$50 - \$300.

Aggregate Limit - \$1,000,000

Policy has been arranged by the Ontario School Trustees  
Council on behalf of themselves and specified School Boards.  
Covers all Trustees, Special Education Advisory Committee  
Members.

Board of Education,  
Hawthorne, Oregon,  
June 12, 1952.

To the Board of Education,  
Hawthorne, Oregon,  
June 12, 1952.

Dear Sirs:

The following information regarding the insurance  
coverage for the year 1952-53 is being furnished to you.

Insurance Coverage

The year policy for 1952-53 is being furnished to you  
for your information. The policy is for \$100,000.

Insurance Coverage for the Year 1952-53

The year policy for 1952-53 is being furnished to you  
for your information. The policy is for \$100,000.  
The year policy for 1952-53 is being furnished to you  
for your information. The policy is for \$100,000.  
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Insurance Coverage for the Year 1952-53

Insurance Coverage for the Year 1952-53

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for your information. The policy is for \$100,000.

The year policy for 1952-53 is being furnished to you  
for your information. The policy is for \$100,000.



**AUTOMOBILE INSURANCE**

One-year policy - 1989 01 01 to 1989 12 31 - Frank Cowan and Company, Dalton Insurance Brokers Ltd. Premium - \$16,489

Coverage \$10,000 - Third-party liability

Deductible - comprehensive - \$100.

Bodily injury, death, property damage including passenger hazard.

Total 31 vehicles insured.

**PROPERTY OF EVERY DESCRIPTION**

One-year policy 1989 01 01 to 1989 12 31 - Frank Cowan and Company, Dalton Insurance Brokers Ltd. Premium - \$221,334.

**Fire, Burglary and Theft**

Coverage - \$340,406,041.

Deductible - \$10,000 each occurrence.

Includes all micro computers and accessories in schools and at the Education Centre.

Extra Expense - \$100,000.

House on East Avenue - \$68,028.

Coverage on all building and contents as per agreed schedule of values filed with the insurers. Replacement cost coverage. Rate for 1989 - \$.065 per \$100.

**CRIME - DISHONESTY, DESTRUCTION, DISAPPEARANCE**

One-year policy 1989 01 01 to 1989 12 31. - Frank Cowan and Company, Dalton Insurance Brokers Ltd. Premium \$ 5,827.

Covers all vaults to \$2,000 - increases to \$5,000 during night school registration.

Bonding for all employees \$500,000 per employee.

12 secondary vaults, 6 vocational vaults 2 Ed. Centre Vaults.

Night school registration - 11 vaults for 3weeks -\$5,000 each.

Interior messenger and paymaster robbery insurance.

**DATA PROCESSING**

One-year policy 1989 01 01 to 1989 12 31 - Frank Cowan and Company, Dalton Insurance Brokers Ltd. Premium \$ 1,269.

Coverage - \$75,000 owned equipment

Deductible - \$1,000

Equipment in Ed. Center computer room, Extra Expense and

Media coverage -\$150,000

Extra Expense - \$250,000

Property in Transit - \$10,000





- 3 -

BOILER AND MACHINERY

One-year policy 1989 01 01 to 1989 12 31 - Frank Cowan and Company, Dalton Insurance Brokers Ltd. Premium \$ 13,975.

Coverage - \$5,000,000.

Deductible - \$5,000.

Policy automatically extends to cover such objects as miscellaneous apparatus and transformers, plus extra expense coverage of \$100,000.

Broad coverage includes repair and replacement.

Covers boiler explosion, sudden or accidental burnout, breakdown, cracking of a boiler.

TOTAL PREMIUMS FOR ALL INSURANCE 1989 - \$ 405,579.

It is recommended that the insurance premiums and coverages be approved.

Prepared by: D. Kelterborn,  
Manager, Property and Insurance.

Submitted by: P. Shewfelt,  
Superintendent of Finance and Treasurer.

Approved by: K. Rielly,  
Director of Education and Secretary.





- 4 -

PROPERTY OF EVERY DESCRIPTIONADDITIONS AND DELETIONS

|                          | <u>BUILDINGS</u> | <u>CONTENTS</u> | <u>TOTALS</u> |
|--------------------------|------------------|-----------------|---------------|
| Values for 1987          | 289,884,706      | 36,200,859      | 326,085,565   |
| Computers                |                  | 4,310,650       |               |
| 1987 Totals              | 289,884,706      | 40,511,509      | 330,396,215   |
| <u>Deletions 1988</u>    |                  |                 |               |
| Bartonville              | 1,004,375        |                 |               |
| McIlwraith               | 960,251          |                 |               |
| Inverness                | 1,269,327        |                 |               |
| Southmount               | 8,026,200        |                 |               |
| <u>Additions</u>         |                  |                 |               |
| 12 portables             | 324,142          |                 |               |
| Computers                |                  | 2,292,263       |               |
| 1988 Totals              | 278,948,673      | 42,803,772      | 321,752,445   |
| Increase values by 1%    | 2,789,486        | 428,037         | 3,217,523     |
|                          | 281,738,159      | 43,231,809      | 324,969,968   |
| Increase values by 4.75% | 13,382,562       | 2,053,511       | 15,436,073    |
| 1989 Totals              | 295,120,721      | 45,285,320      | 340,406,041   |



- 5 -

FIVE YEAR HISTORY OF FIRES

|      |                                  |                         |
|------|----------------------------------|-------------------------|
| 1984 | Viscount Montgomery - library    | \$135,916.14            |
|      | Bennetto - familiy studies room  | 1,361.14                |
|      | Cardinal Hts. classroom          | 2,893.25                |
|      | Sir. A. MacNab - wall scorched   | 116.40                  |
|      | Crestwood - classroom            | 2,886.74                |
|      | Cardinal Hts. - door scorched    | 50.00                   |
|      | Cardinal Hts. - two windows      | 123.20                  |
|      | Westdale - door scorched         | 72.00                   |
|      | Ainslie Wood - door scorched     | 520.00                  |
|      | Delta - locker set fire          | 52.25                   |
|      |                                  | <u>\$143,991.12</u>     |
| 1985 | Elizabeth Bagshaw - parking lot  | \$ 700.00               |
|      | Vincent Massey - two windows     | 74.00                   |
|      | Richard Beasley - kindergarden   | 4,570.26                |
|      | Glen Echo - library              | 19,102.93               |
|      | Sanford Ave - conference room    | 3,908.69                |
|      | Memorial - electrical panel      | 1,238.00                |
|      |                                  | <u>\$29,593.88</u>      |
| 1986 | Briarwood - classroom            | \$ 3,398.77             |
|      | Tweedsmuir - door scorched       | 80.00                   |
|      | Sherwood - transformer           | 35,326.86               |
|      | Cardinal Hts. - library          | 35,822.53               |
|      |                                  | <u>\$ 74,628.16</u>     |
| 1987 | Allenby - supply room            | \$ 493.00               |
|      | Albion - classroom               | 1,116.44                |
|      | Glendale - portable              | 19,642.00               |
|      | Richard Beasley - portable steps | 3,203.12                |
|      |                                  | <u>\$24,454.56</u>      |
| 1988 | Lisgar - roof damaged            | \$ 2,248.00             |
|      | Churchill -lightning damage      | est.30,000.00           |
|      | Seneca - doors scorched          | est. 100.00             |
|      |                                  | <u>est. \$32,348.00</u> |





- 6 -

FIVE YEAR HISTORY OF FIRE CLAIMS AND BOARD COSTS

|             |                         |               |
|-------------|-------------------------|---------------|
| 1984        | Actual Claims on policy | \$130,916.14  |
| \$5,000     | Viscount Montgomery     | 130,916.14    |
| deductible) | Ins. Co. Paid           | 130,916.14    |
|             | Board paid - various    | 13,074.98     |
| 1985        | Actual Claims on policy | 14,102.93     |
| (\$5,000    | Glen Echo               | 14,102.93     |
| deductible) | Ins. Co. Paid           | 14,102.93     |
|             | Board paid - various    | 15,490.95     |
| 1986        | Actual Claims on policy | 61,149.39     |
| (\$10,000   | Sherwood                | 30,326.86     |
| deductible) | Cardinal Hts.           | 30,822.53     |
| (after Oct. | In. Co. Paid            | 61,149.39     |
| 1, 1986)    | Board paid - various    | 13,478.77     |
| 1987        | Actual Claims on policy | 9,642.00      |
| (\$10,000   | Glendale                | 9,642.00      |
| deductible) | Ins. Co. Paid           | 9,642.00      |
|             | Board paid - various    | 14,812.56     |
| 1988        | Actual Claims on policy | 20,000.00 est |
| (\$10,000   | Sir W. Churchill        | 20,000.00 est |
| deductible) | Ins. Co. Paid           | 20,000.00 est |
|             | Board paid - various    | 12,348.00 est |

PROPERTY OF EVERY DESCRIPTION

| YEAR | PREMIUM             | CLAIMS EXPERIENCE         |
|------|---------------------|---------------------------|
| 1984 | \$137,460.00 (fire) | \$130,916.14 (burglary)   |
| 1985 | \$147,871.00 (fire) | 14,102.93 (burglary)      |
| 1986 | \$222,300.00 (fire) | 71,149.39 (burglary)      |
| 1987 | \$38,329.00 (fire)  | 19,352.00 (burglary)      |
| 1988 | \$217,457.00 (fire) | 30,000.00 est. (burglary) |





- 7 -

HISTORY OF CLAIMS AND PREMIUMSLIABILITY INSURANCE

Includes, comprehensive general liability, educator's legal liability, garage liability, non owned automobile, and environmental liability.

| YEAR | PREMIUM                      |
|------|------------------------------|
| 1984 | \$ 53,069                    |
| 1985 | 96,114                       |
| 1986 | 178.587                      |
| 1987 | 38,089 (three month premium) |
| 1988 | 154,682                      |

AVIATION AND TRAVEL FOR TRUSTEES

| YEAR | PREMIUM                        | CLAIMS EXPERIENCE |
|------|--------------------------------|-------------------|
| 1984 | \$ 722.40                      | -                 |
| 1985 | 739.60                         | -                 |
| 1986 | 739.60                         | -                 |
| 1987 | 12.00 (three month premium)    |                   |
| 1988 | 516.00 (members reduced by 12. |                   |

AUTOMOBILE INSURANCE

| YEAR | PREMIUM                        | CLAIMS EXPERIENCE |
|------|--------------------------------|-------------------|
| 1984 | \$ 7,387.00                    | \$ 479.00         |
| 1985 | 8,666.00                       | -                 |
| 1986 | 12,136.00                      | -                 |
| 1987 | 3,322.00 (three month premium) |                   |
| 1988 | 15,045.00                      | -                 |

PROPERTY OF EVERY DESCRIPTION

| YEAR | PREMIUM                             | CLAIMS EXPERIENCE |
|------|-------------------------------------|-------------------|
| 1984 | \$127,460.00 (fire)                 | \$135,916.14      |
|      | (burglary)                          | 2,247.00          |
| 1985 | \$147,873.00 (fire)                 | 19,102.93         |
|      | (burglary)                          | 955.00            |
| 1986 | \$223,200.00 (fire)                 | 71,149.39         |
|      | (burglary)                          | 480.00            |
| 1987 | \$ 58,329.00 (fire)                 | 19,962.00         |
|      | (three month (burglary)<br>premium) |                   |
| 1988 | \$217,467.00 (fire)                 | 30,000.00 est.    |
|      | (burglary)                          | 21,000.00 est.    |

# History of Claims for Automobile

## Automobile Insurance

Included in the General Insurance Policy, which is a legal liability policy, and was issued on 1/1/50, and was not renewed.

| Year | Amount       |
|------|--------------|
| 1950 | \$ 21,000.00 |
| 1951 | \$ 21,000.00 |
| 1952 | \$ 21,000.00 |
| 1953 | \$ 21,000.00 |
| 1954 | \$ 21,000.00 |
| 1955 | \$ 21,000.00 |
| 1956 | \$ 21,000.00 |
| 1957 | \$ 21,000.00 |
| 1958 | \$ 21,000.00 |
| 1959 | \$ 21,000.00 |
| 1960 | \$ 21,000.00 |

## Automobile Insurance

| Year | Amount       |
|------|--------------|
| 1950 | \$ 21,000.00 |
| 1951 | \$ 21,000.00 |
| 1952 | \$ 21,000.00 |
| 1953 | \$ 21,000.00 |
| 1954 | \$ 21,000.00 |
| 1955 | \$ 21,000.00 |
| 1956 | \$ 21,000.00 |
| 1957 | \$ 21,000.00 |
| 1958 | \$ 21,000.00 |
| 1959 | \$ 21,000.00 |
| 1960 | \$ 21,000.00 |

## Automobile Insurance

| Year | Amount       |
|------|--------------|
| 1950 | \$ 21,000.00 |
| 1951 | \$ 21,000.00 |
| 1952 | \$ 21,000.00 |
| 1953 | \$ 21,000.00 |
| 1954 | \$ 21,000.00 |
| 1955 | \$ 21,000.00 |
| 1956 | \$ 21,000.00 |
| 1957 | \$ 21,000.00 |
| 1958 | \$ 21,000.00 |
| 1959 | \$ 21,000.00 |
| 1960 | \$ 21,000.00 |

## History of Every Automobile

| Year | Amount       |
|------|--------------|
| 1950 | \$ 21,000.00 |
| 1951 | \$ 21,000.00 |
| 1952 | \$ 21,000.00 |
| 1953 | \$ 21,000.00 |
| 1954 | \$ 21,000.00 |
| 1955 | \$ 21,000.00 |
| 1956 | \$ 21,000.00 |
| 1957 | \$ 21,000.00 |
| 1958 | \$ 21,000.00 |
| 1959 | \$ 21,000.00 |
| 1960 | \$ 21,000.00 |

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HISTORY OF CLAIMS AND PREMIUMS (continued)CRIME - DISHONESTY DESTRUCTION AND DISAPPEARANCE

| YEAR | PREMIUM                        | CLAIMS EXPERIENCE |
|------|--------------------------------|-------------------|
| 1985 | \$2,913.00                     | -                 |
| 1986 | 5,827.00                       | -                 |
| 1987 | 1,468.00 (three month premium) |                   |
| 1988 | 5,827                          | \$ 209.00         |

DATA PROCESSING

| YEAR | PREMIUM     | CLAIMS EXPERIENCE      |
|------|-------------|------------------------|
| 1984 | \$ 2,940.00 | \$7,682.99             |
| 1985 | 10,470.00   | 8,002.22               |
| 1986 | 1,987.00    | Ed. Centre Equip. only |
| 1987 | 501.00      | (three month premium)  |
| 1988 | 2,086.00    | Ed. Centre Equip. only |

BOILER AND MACHINERY

| YEAR | PREMIUM   | CLAIMS EXPERIENCE     |
|------|-----------|-----------------------|
| 1984 | 9,001.00  | -                     |
| 1985 | 9,001.00  | -                     |
| 1986 | 13,501.00 | 13,200.00             |
| 1987 | 3,402.00  | (three month premium) |
| 1988 | 14,175.00 | -                     |



WILSON M. COOPER AND PARTNERS (continued)

STATE - INDEPENDENT CONTRACTORS AND ASSOCIATES

| YEAR | PREMIUM    | CLAIMS EXPERIENCE |
|------|------------|-------------------|
| 1981 | \$7,917.00 | -                 |
| 1982 | \$7,917.00 | -                 |
| 1983 | \$7,917.00 | -                 |
| 1984 | \$7,917.00 | -                 |
| 1985 | \$7,917.00 | -                 |

DATA RECAP

| YEAR | PREMIUM    | CLAIMS EXPERIENCE |
|------|------------|-------------------|
| 1981 | \$7,917.00 | \$7,917.00        |
| 1982 | \$7,917.00 | \$7,917.00        |
| 1983 | \$7,917.00 | \$7,917.00        |
| 1984 | \$7,917.00 | \$7,917.00        |
| 1985 | \$7,917.00 | \$7,917.00        |

WILSON AND PARTNERS

| YEAR | PREMIUM    | CLAIMS EXPERIENCE |
|------|------------|-------------------|
| 1981 | \$7,917.00 | -                 |
| 1982 | \$7,917.00 | -                 |
| 1983 | \$7,917.00 | -                 |
| 1984 | \$7,917.00 | -                 |
| 1985 | \$7,917.00 | -                 |

100 Main Street West  
Hamilton, Ontario L8N 3L1  
1988 11 22

To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

**RE: SECTION 16 PROGRAMS**  
**NEW ADOLESCENT DAY TREATMENT PILOT PROGRAM**

**PROPOSAL**

It is proposed that the Board of Education for the City of Hamilton and Woodview Children's Centre enter into an agreement to provide an educational program through an **Adolescent Day Treatment Program**. This would be a pilot project, subject to review and evaluation, with a report submitted to the Board in January, 1991.

**RATIONALE**

Woodview Children's Centre has operated two residential treatment centres in our area for many years: Mount St. Joseph and Canada House. The Woodview program is now requesting our assistance to initiate a day treatment program for troubled adolescents who may not require a residential setting for treatment.

The students suggested for this program are adolescents between the ages of 13 and 16, with emotional and social needs, and who cannot be adequately served in the regular school system. The students would generally have three basic deficits: family parenting problems, academic underachievement, and very limited social skills.

The above mentioned deficits have been identified in a "needs survey" of troubled adolescents by the three local boards of education. Characteristics of these adolescents included truancy, depression, a lack of peer relationships, etc. It is the impression of Administration that the needs of these students cannot be met in a traditional school setting.

The primary goal of the program is to improve the personal and social lives of the students. The program will assist adolescents in dealing with and overcoming areas of difficulty so that their lives can be more meaningful and productive. Integration into a composite/vocational school, the work force or independent living will be stressed for the students.





### THE PROGRAM

Students enrolled in the program will receive at least one-half day of academics and a half-day of psycho-social treatment. Opportunities for out-of-class and after-school experiences will also be incorporated into student programs. Since each individual will be assessed on his/her own merits, the program will be highly specific and designed to meet the student's strengths and needs.

The proposal for a Section 16 Educational Program is a co-operative community application -- not solely based on one agency. Support for this application is being provided by the three local Boards of Education, Children's Aid Societies and other community service providers. The program represents an interdisciplinary approach to dealing with our hard-to-place troubled youth.

Since this Day Treatment Program is a pilot project, it is expected that specific program evaluation (goals, objectives, process) and student achievement will occur at the onset, during, and at the conclusion of the second year. Financial assistance for one full-time teacher, administrative services, supplies and equipment have been requested from the Ministry of Education under Section 16 of the General Legislative Grants, 1986.

As in all of our Section 16 Programs, Woodview will be expected to supply at least one Child Life Worker to support the program and the teacher. The major emphasis of the program is treatment, with education as its secondary component. A co-ordinator, social worker and a psychologist will be provided by the Centre and will be available to the team to assist in the development and implementation of the program. Referrals will be made directly to Woodview or through the Association of Agencies for Treatment and Development (AATD).

### FINANCIAL IMPLICATIONS

The estimated expenditures for a full-time teacher at the Adolescent Day Treatment Program are:

|                                                                                       |                 |
|---------------------------------------------------------------------------------------|-----------------|
| Salary and benefits.....                                                              | \$45,500        |
| Instructional Supplies, Administrative,<br>Consultative and Supervisory Services..... | 2,205           |
| Furniture and Equipment.....                                                          | <u>3,300</u>    |
| <b>TOTAL.....</b>                                                                     | <b>\$51,005</b> |

The total financial expenditures, as noted above, would be provided by the Ministry of Education.

THE PROGRAM

Students enrolled in the program will receive at least one-half day of instruction and a half-day of professional instruction. The program is designed to be a full-time program. The program will be designed to meet the needs of the students and will be designed to meet the needs of the community.

The program for a student in the program is a two-year program. The program is designed to be a two-year program. The program is designed to be a two-year program. The program is designed to be a two-year program. The program is designed to be a two-year program.

For the first two years of the program, the student will be required to complete the program. The program is designed to be a two-year program. The program is designed to be a two-year program. The program is designed to be a two-year program. The program is designed to be a two-year program.

It is the policy of the program to provide a high quality education. The program is designed to be a two-year program. The program is designed to be a two-year program. The program is designed to be a two-year program. The program is designed to be a two-year program.

FINANCIAL IMPLICATIONS

The estimated expenditures for a full-time student at the Advanced Life Sciences Program are:

|                                        |          |
|----------------------------------------|----------|
| Salary and benefits                    | \$10,000 |
| Instructional materials                | 2,000    |
| Administrative and laboratory services | 3,000    |
| Equipment and supplies                 | 2,000    |
| Total                                  | \$17,000 |

The total financial implications as noted above would be provided by the Ministry of Education.



IT IS RECOMMENDED THAT

**Subject to approval by the Board of Education for the City of Hamilton and approved funding by the Ministry of Education, effective January, 1989, an educational program be provided at the Adolescent Day Treatment Program (Woodview Children's Centre) at no cost to the Board.**

**Prepared & Submitted by:**

**Peter S. Beveridge**  
Superintendent of Curriculum and  
Special & Educational Services

**Paul Shewfelt**  
Superintendent of Finance & Treasurer

**Brian Seamans**  
Section 16 Liaison Teacher

**Approved by:**

**Keith A. Rielly**  
Director of Education and Secretary



IT IS RECOMMENDED THAT

Resolved, That the Board of Directors of the City of Hamilton  
and approved and adopted the following resolution effective January  
1977, and authorized the Mayor to execute the same on behalf of the City.  
That the City of Hamilton be authorized to enter into the same in the  
month of

Resolved, That the Board of Directors of the City of Hamilton  
and approved and adopted the following resolution effective January  
1977, and authorized the Mayor to execute the same on behalf of the City.  
That the City of Hamilton be authorized to enter into the same in the  
month of

Approved by  
Keith A. Kelly  
Director of Planning and Development

100 Main Street West  
Hamilton, Ontario L8N 3L1  
1988 11 29

To the Chairman and Members  
Operations Management Committee  
Hamilton Board of Education

Ladies and Gentlemen:

**RE: SECTION 16 PROGRAMS  
DAWN PATROL GROUP HOMES  
EXPANSION OF AN EXISTING PROGRAM**

---

**PROPOSAL**

It is proposed that the Board of Education for the City of Hamilton and Dawn Patrol Group Homes Incorporated enter into an agreement to provide an educational program at **Patterson House**.

**RATIONALE**

Dawn Patrol Group Homes Incorporated currently operates two open custody facilities in Hamilton. The Hamilton Board has an agreement with Dawn Patrol to provide an educational program in their Phase I Home located at 125 Victoria Avenue South.

A school program is being requested for a new Phase II Home located at 1646 Main Street East in Hamilton. This newly acquired Home is operated by Dawn Patrol and funded by the Ministry of Correctional Services. It is an open custody facility for male young offenders between the ages of 16 and 18.

Generally, efforts are made for residents of open custody facilities to attend a community school, but a few factors must be considered. Many of the young offenders have a poor school history, their skill levels are low and their experiences with schools are poor. They are difficult students to place in regular academic or vocational school programs. Also, given the backgrounds of some young offenders, it may not be appropriate for them to enter a community school during their current period of instability.

Attendance at previous schools has not always been a high priority with these students. The presence of a school program located in the Home would give the residents an extra incentive to acquire some form of educational/vocational training. Many of the residents are discharged or ordered to be in custody in the





middle of a semester. Therefore, it is difficult to enrol the student in a regular school setting.

The presence of a school program in the Home would permit academic assessments to be conducted on the youth. The continuity of a school program would be consistent in the disrupted lives of the youth. Secure custody facilities such as the Hamilton-Wentworth Detention Centre and Maplehurst already have a school program. The young offenders transferred from these correctional institutions will have the opportunity to continue attending a school program in their transient lives.

The teacher will, of course, be an important part of the Home's program by encouraging interested youth in academic and/or vocational upgrading through tutoring and/or correspondence courses. Dawn Patrol does not view this new educational program as a replacement to what is currently going on in the Home. If feasible, the residents in the Home will continue to be given the opportunity to attend a community school.

It is expected that six to eight full-time equivalent students will be enrolled in the school program. If it is warranted, residents from the Dawn Patrol Group Home located at 88 Victoria Avenue South will also be invited to attend this school program to keep the FTE at a maximum level. As in all of our Section 16 agreements, the Home will be expected to supply one full-time Child Life Worker to assist with the educational program.

The young residents need the support of an on-site educational setting to assist with their motivation and their rehabilitation program. The stigma of being a young offender in a community school would not be present if the resident attended the in-house Section 16 program. An increase in student self-esteem and a decrease in the number of behaviour problems in a community school would hopefully result.

#### FINANCIAL IMPLICATIONS

The estimated expenditures for a full-time teacher at Patterson House (Dawn Patrol Group Homes - Phase II) are:

|                                                                                       |              |
|---------------------------------------------------------------------------------------|--------------|
| Salary and benefits.....                                                              | \$45,500     |
| Instructional Supplies, Administrative,<br>Consultative and Supervisory Services..... | 2,205        |
| Furniture and Equipment.....                                                          | <u>3,300</u> |
| <br>TOTAL.....                                                                        | <br>\$51,005 |

The total financial expenditures, as noted above, would be provided by the Ministry of Education.





**IT IS RECOMMENDED THAT**

**Subject to approval by the Board of Education for the City of Hamilton and approved funding by the Ministry of Education, effective January, 1989, an educational program be provided at Patterson House (Dawn Patrol Group Homes - Phase II Open Custody), at no cost to the Board.**

**Prepared & Submitted by:**

**Peter S. Beveridge**

Superintendent of Curriculum and  
Special & Educational Services

**Paul Shewfelt**

Superintendent of Finance & Treasurer

**Brian Seamans**

Section 16 Liaison Teacher

**Approved by:**

**Keith A. Rielly**

Director of Education and Secretary





Education Centre,  
100 Main Street West,  
Hamilton, Ontario.

1988 12 06

To the Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

Re: 1990 TO 1994 CAPITAL EXPENDITURE FORECAST

The Ministry of Education requires that a multi-year Capital Expenditure Forecast for 1990 to 1994 be submitted in the fall of 1988.

As indicated in a previous meeting, this requirement is not in step with our Accommodation Committee reporting framework, and the attached Forecast is therefore an estimate of the long term capital needs of our system, based on preliminary data and discussions.

#### RECOMMENDATION

That the Capital Expenditure Forecast for 1990 to 1994 be approved for submission to the Ministry of Education.

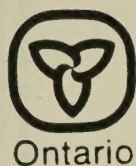
Prepared and Submitted by:

Ed Hodgins, Manager of Financial Services  
Paul Shewfelt, Superintendent of Finance  
and Treasurer  
R. T. Orlando, Superintendent of Plant  
Frank Kelly, Superintendent of Schools

Approved by: K. A. Rielly, Director of Education and Secretary







Ministry  
of  
Education

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON**

OFFICIAL NAME OF BOARD

# **CAPITAL EXPENDITURE MULTI-YEAR FORECAST: 1989 allocations for 1990 to 1994**

BOARD

HAMILTON

This certifies that those documents have been approved  
at a Board meeting held on .....

date

.....  
Chief Executive Officer





Ministry  
of  
Education

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON**

OFFICIAL NAME OF BOARD

# **CAPITAL EXPENDITURE MULTI-YEAR FORECAST: 1989 allocations for 1990 to 1994**

BOARD

HAMILTON

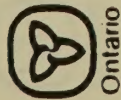
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at a Board meeting held on .....

date

.....  
Chief Executive Officer







Ministry  
of  
Education  
Ontario

## PROPOSED PROJECTS — BUILDINGS

(CAPITAL EXPENDITURE FORECAST)

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1989

Board

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Board No.

6-4-319

| Board<br>Priority | Name Of Project<br>And Location                                                              | Original year<br>of construction | Pupil Places<br>In |                    | Project class code<br>(see instructions) | Type of Project<br>(Elem. (E), Sec. (S)) | Total Estimated Cost of Project \$(000) |           |       |      |      | Calendar<br>In Which Bldg.<br>Proposal Is<br>Expected<br>To Be<br>Submitted | Proposed<br>Financing<br>of Local<br>Share |
|-------------------|----------------------------------------------------------------------------------------------|----------------------------------|--------------------|--------------------|------------------------------------------|------------------------------------------|-----------------------------------------|-----------|-------|------|------|-----------------------------------------------------------------------------|--------------------------------------------|
|                   |                                                                                              |                                  | This<br>Project    | Existing<br>School |                                          |                                          | 1990                                    | 1991      | 1992  | 1993 | 1994 |                                                                             |                                            |
| 1989-1.           | Stinson - renovation                                                                         | 1984<br>1913<br>&<br>1960        | -                  | 578                | D                                        | E                                        | 620 -                                   | 1989 MECR |       |      |      | 1989                                                                        | MECR/<br>Capital<br>Reserves               |
| 1989-2.           | Prince of Wales<br>- renovation                                                              | 1922 &<br>1955                   | -                  | 912                | D                                        | E                                        | 450 -                                   | 1989 MECR |       |      |      | 1989                                                                        | "                                          |
| 1.                | (a) New Elementary School<br>(Barnstowen Neighbourhood)                                      | --                               | 500                | --                 | A                                        | #                                        | 1,070<br>4,700                          |           |       |      |      | 1989                                                                        | Capital<br>Reserves/<br>Debentures         |
| (b)               | Day Care re: New Elementary School                                                           | School                           | --                 | --                 | -                                        | -                                        | 300                                     |           |       |      |      | 1989                                                                        | "                                          |
| 2.                | Crestwood School<br>-Relocation of Vocational Program and<br>renovation into a Middle School | --                               | --                 | 710                | A                                        | S/A                                      | 3,000                                   |           |       |      |      | 1989                                                                        | "                                          |
| 3.                | James MacDonald<br>-addition                                                                 | --                               | 140                | 415                | A                                        | E                                        |                                         | 850       |       |      |      | 1990                                                                        | "                                          |
| 4.                | Ravenbury School<br>(Randall Neighbourhood)                                                  | --                               | 210                | 500                | A                                        | E                                        |                                         |           | 1,300 |      |      | 1991                                                                        | Capital<br>Reserves/<br>Debentures         |
| 5.                | Dust Collection Systems<br>-Industrial Art Shops<br>(details on Page 3)                      | --                               | --                 | --                 | D                                        | E                                        | 150                                     | 165       | 180   | 195  |      | --                                                                          | Current Levy                               |
| TOTAL \$          |                                                                                              |                                  |                    |                    |                                          |                                          |                                         |           |       |      |      |                                                                             |                                            |

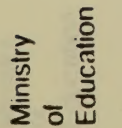
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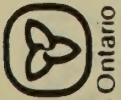


**NOTICE**—Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1989.

**Use Sub-Totals and Carry Forward if more than one page is required.**







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## PROPOSED PROJECTS — BUILDINGS

(CAPITAL EXPENDITURE FORECAST)

NOTE: Record all projects for which applications for Building  
Proposal Approval are to be submitted after January 1, 1989

Board

Board No.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

6 - 4 - 319

100 Main Street West, Hamilton, Ontario L8N 3L1.

| Board<br>Number | Name Of Project<br>And Location                | Original<br>Year<br>of<br>Construction | Pupil Places<br>In |                    | Project Class Code<br>(see instructions) | Type of Project<br>(Elem. (E), Sec. (S)) | Total Estimated Cost of Project \$(000) |      |      |      |      | Calendar<br>In Which Bldg.<br>Proposal Is<br>Expected<br>To Be<br>Submitted | Proposed<br>Financing<br>of Local<br>Share |
|-----------------|------------------------------------------------|----------------------------------------|--------------------|--------------------|------------------------------------------|------------------------------------------|-----------------------------------------|------|------|------|------|-----------------------------------------------------------------------------|--------------------------------------------|
|                 |                                                |                                        | This<br>Project    | Existing<br>School |                                          |                                          | 1990                                    | 1991 | 1992 | 1993 | 1994 |                                                                             |                                            |
| 5.              | DUST COLLECTION SYSTEMS - INDUSTRIAL ART SHOPS |                                        |                    |                    |                                          |                                          |                                         |      |      |      |      |                                                                             |                                            |
| (a)             | Westview                                       | -                                      | -                  | 478                | D                                        | E                                        | 30                                      |      |      |      |      | 1990                                                                        | Current Levy                               |
| (b)             | Dalewood                                       | -                                      | -                  | 486                | D                                        | E                                        | 30                                      |      |      |      |      | 1990                                                                        | "                                          |
| (c)             | Glen Brae                                      | -                                      | -                  | 506                | D                                        | E                                        | 30                                      |      |      |      |      | 1990                                                                        | "                                          |
| (d)             | Cardinal Heights                               | -                                      | -                  | 503                | D                                        | E                                        | 30                                      |      |      |      |      | 1990                                                                        | "                                          |
| (e)             | Prince of Wales                                | -                                      | -                  | 912                | D                                        | E                                        | 30                                      |      |      |      |      | 1990                                                                        | "                                          |
| (f)             | Memorial                                       | -                                      | -                  | 858                | D                                        | E                                        |                                         | 33   |      |      |      | 1991                                                                        | "                                          |
| (g)             | Hillcrest                                      | -                                      | -                  | 678                | D                                        | E                                        |                                         | 33   |      |      |      | 1991                                                                        | "                                          |
| (h)             | Hampton Heights                                | -                                      | -                  | 666                | D                                        | E                                        |                                         | 33   |      |      |      | 1991                                                                        | "                                          |
| (i)             | Chedoke                                        | -                                      | -                  | 709                | D                                        | E                                        |                                         | 33   |      |      |      | 1991                                                                        | "                                          |
| (j)             | Bennetto                                       | -                                      | -                  | 382                | D                                        | E                                        |                                         | 33   |      |      |      | 1991                                                                        | "                                          |
| (k)             | W. H. Ballard                                  | -                                      | -                  | 1124               | D                                        | E                                        |                                         |      | 36   |      |      | 1992                                                                        | "                                          |
| (l)             | Lake Avenue                                    | -                                      | -                  | 785                | D                                        | E                                        |                                         |      | 36   |      |      | 1992                                                                        | "                                          |
| (m)             | Lawfield                                       | -                                      | -                  | 565                | D                                        | E                                        |                                         |      | 36   |      |      | 1992                                                                        | "                                          |
| (n)             | G. L. Armstrong                                | -                                      | -                  | 796                | D                                        | E                                        |                                         |      | 36   |      |      | 1992                                                                        | "                                          |
| (o)             | Burkholder                                     | -                                      | -                  | 455                | D                                        | E                                        |                                         |      | 36   |      |      | 1992                                                                        | "                                          |
| (p)             | Ryerson                                        | -                                      | -                  | 525                | D                                        | E                                        |                                         |      |      | 39   |      | 1993                                                                        | "                                          |
| (q)             | Queen Mary                                     | -                                      | -                  | 1006               | D                                        | E                                        |                                         |      |      | 39   |      | 1993                                                                        | "                                          |
| (r)             | Viscount Montgomery                            | -                                      | -                  | 636                | D                                        | E                                        |                                         |      |      | 39   |      | 1993                                                                        | "                                          |
| (s)             | C. B. Stirling                                 | -                                      | -                  | 664                | D                                        | E                                        |                                         |      |      | 39   |      | 1993                                                                        | "                                          |
| (t)             | R. A. Riddell                                  | -                                      | -                  | 664                | D                                        | E                                        |                                         |      |      | 39   |      | 1993                                                                        | "                                          |
| TOTAL \$        |                                                |                                        |                    |                    |                                          |                                          | 150                                     | 165  | 180  | 195  |      |                                                                             |                                            |

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PAGE 31.

21-0116





# **PROPOSED PROJECTS — BUILDINGS** (CAPITAL EXPENDITURE FORECAST)

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1989

Board

Board No.

6 - 4 - 319

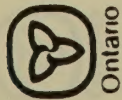
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

100 Main Street West, Hamilton, Ontario L8N 3L1.

| Board<br>Priority | Name Of Project<br>And Location            | Original<br>Year<br>of<br>Construction | Pupil Places<br>In |                    | Project class code<br>(see instructions) | Elem. (E),<br>Sec. (S) | Total Estimated Cost of Project \$(000) |      |      |      | Calendar<br>In Which Bldg.<br>Proposal Is<br>Expected<br>To Be<br>Submitted | Proposed<br>Financing<br>of Local<br>Share |
|-------------------|--------------------------------------------|----------------------------------------|--------------------|--------------------|------------------------------------------|------------------------|-----------------------------------------|------|------|------|-----------------------------------------------------------------------------|--------------------------------------------|
|                   |                                            |                                        | This<br>Project    | Existing<br>School |                                          |                        | 1990                                    | 1991 | 1992 | 1993 | 1994                                                                        |                                            |
| 6.                | <b>ROOF REPLACEMENT PROGRAM</b>            |                                        |                    |                    |                                          |                        |                                         |      |      |      |                                                                             | Current Levy                               |
| (a)               | Westwood (Upper Section)                   | 1960                                   | -                  | 539                | G                                        | E                      | 295                                     |      |      |      | 1990                                                                        | "                                          |
| (b)               | Cardinal Heights                           | 1963                                   | -                  | 503                | G                                        | E                      | 210                                     |      |      |      | 1990                                                                        | "                                          |
| (c)               | A.M.Cunningham (Gym only)                  | 1963                                   | -                  | 425                | G                                        | E                      | 20                                      |      |      |      | 1990                                                                        | "                                          |
| (d)               | Sir John A. MacDonald (Aud)                | 1969                                   | -                  | 1930               | E                                        | S                      |                                         | 125  |      |      | 1991                                                                        | "                                          |
| (e)               | Sir Winston Churchill (Aud)                | 1967                                   | -                  | 1536               | E                                        | S                      |                                         | 55   |      |      | 1991                                                                        | "                                          |
| (f)               | Richard Beasley (Lower Sect)               | 1968                                   | -                  | 411                | G                                        | E                      |                                         | 90   |      |      | 1991                                                                        | "                                          |
| (g)               | Holbrook                                   | 1962                                   | -                  | 454                | G                                        | E                      |                                         | 60   |      |      | 1991                                                                        | "                                          |
| (h)               | Education Centre<br>(Phase I, lower level) | 1966                                   | -                  | -                  | E                                        | -                      |                                         | 90   |      |      | 1991                                                                        | "                                          |
| (i)               | Sir Allan MacNab                           | 1969                                   | -                  | 1760               | G                                        | S                      |                                         | 140  |      |      | 1991                                                                        | "                                          |
| (j)               | Hill Park                                  | 1963                                   | -                  | 1498               | G                                        | S                      |                                         |      | 520  |      | 1992                                                                        | "                                          |
| (k)               | Parkview (Upper Level)                     | 1969                                   | -                  | 640                | G                                        | S                      |                                         |      | 90   |      | 1992                                                                        | "                                          |
| <b>TOTAL \$</b>   |                                            |                                        |                    |                    |                                          |                        |                                         |      |      |      |                                                                             |                                            |







Ministry  
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## PROPOSED PROJECTS — BUILDINGS

(CAPITAL EXPENDITURE FORECAST)

NOTE: Not all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1989

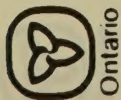
| THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON  |                                                  |                               |                 |                 |                                       |                                       |                                         |      |      | Board No. |                                                              | 6 - 4 - 319                       |              |
|--------------------------------------------------|--------------------------------------------------|-------------------------------|-----------------|-----------------|---------------------------------------|---------------------------------------|-----------------------------------------|------|------|-----------|--------------------------------------------------------------|-----------------------------------|--------------|
| 100 Main Street West, Hamilton, Ontario L8N 3L1. |                                                  |                               |                 |                 |                                       |                                       |                                         |      |      |           |                                                              |                                   |              |
| Board Priority                                   | Name Of Project And Location                     | Original year of construction | Pupil Places In |                 | Project class code (see instructions) | Type of project (Elem. (E), Sec. (S)) | Total Estimated Cost of Project \$(000) |      |      |           | Calendar In Which Bldg. Proposal Is Expected To Be Submitted | Proposed Financing of Local Share |              |
|                                                  |                                                  |                               | This Project    | Existing School |                                       |                                       | 1990                                    | 1991 | 1992 | 1993      |                                                              |                                   | 1994         |
|                                                  | ROOF REPLACEMENT PROGRAM (Continued)             |                               |                 |                 |                                       |                                       |                                         |      |      |           |                                                              |                                   | Current Levy |
| (l)                                              | Education Centre (Phase II - Upper Level)        | 1966                          | -               | -               | E                                     | -                                     |                                         |      |      |           | 85                                                           | 1993                              | "            |
| (m)                                              | Sir John A. MacDonald (gymnasium)                | 1969                          | -               | 1930            | G                                     | S                                     |                                         |      |      |           | 85                                                           | 1993                              | "            |
| (n)                                              | Westmount (lower section)                        | 1960                          | -               | 1460            | G                                     | S                                     |                                         |      |      |           | 220                                                          | 1993                              | "            |
| (o)                                              | Sherwood (Gymnasium)                             | 1967                          | -               | 1582            | G                                     | S                                     |                                         |      |      |           | 110                                                          | 1993                              | "            |
| (p)                                              | Westwood (West Side)                             | 1964                          | -               | 539             | G                                     | E                                     |                                         |      |      |           | 80                                                           | 1993                              | "            |
| (q)                                              | Parkdale (Upper Roof)                            | 1947                          | -               | 441             | G                                     | E                                     |                                         |      |      |           | 30                                                           | 1993                              | "            |
| (r)                                              | King George                                      | 1958                          | -               | 532             | G                                     | E                                     |                                         |      |      |           |                                                              | 1994                              | "            |
| (s)                                              | Sir Winston Churchill (Phase 3 (Bal. of school)) | 1967                          | -               | 1536            | G                                     | S                                     |                                         |      |      |           |                                                              | 1994                              | "            |
| (t)                                              | Parkview (Lower Section)                         | 1962                          | -               | 640             | G                                     | S                                     |                                         |      |      |           |                                                              | 1994                              | "            |
| (u)                                              | Briarwood (Gymnasium)                            | 1963                          | -               | 640             | G                                     | S                                     |                                         |      |      |           |                                                              | 1994                              | "            |
| (v)                                              | Richard Beasley (Upper Section)                  | 1968                          | -               | 411             | G                                     | E                                     |                                         |      |      |           |                                                              | 1994                              | "            |
| TOTAL \$                                         |                                                  |                               |                 |                 |                                       |                                       | 525                                     | 560  | 610  | 610       | 655                                                          | PAC                               |              |

Use Sub-Totals and Carry Forward if more than one page is required.

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## PROPOSED PROJECTS — BUILDINGS

(CAPITAL EXPENDITURE FORECAST)

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Board

Board No.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

6 - 4 - 319

100 Main Street West, Hamilton, Ontario L8N 3L1

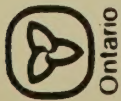
| Board<br>Priority | Name Of Project<br>And Location | Original<br>Year<br>of construction | Pupil Places<br>In |                    | Project class code<br>(see instructions) | Type of project<br>(Elem. (E), Sec. (S)) | Total Estimated Cost of Project \$(000) |       |       |      | Calendar<br>In Which Bldg.<br>Proposal Is<br>Expected<br>To Be<br>Submitted | Proposed<br>Financing<br>of Local<br>Share |
|-------------------|---------------------------------|-------------------------------------|--------------------|--------------------|------------------------------------------|------------------------------------------|-----------------------------------------|-------|-------|------|-----------------------------------------------------------------------------|--------------------------------------------|
|                   |                                 |                                     | This<br>Project    | Existing<br>School |                                          |                                          | 1990                                    | 1991  | 1992  | 1993 | 1994                                                                        |                                            |
| 7.                | <u>MAJOR RENOVATION PROGRAM</u> |                                     |                    |                    |                                          |                                          |                                         |       |       |      |                                                                             |                                            |
| (a)               | Adelaide Hoodless               | 1912                                | -                  | 742                | D                                        | E                                        | 710                                     |       |       |      |                                                                             | MECR/BECR                                  |
| (b)               | Peace Memorial                  | 1919                                | -                  | 581                | D                                        | E                                        | 410                                     |       |       |      |                                                                             | BECR                                       |
| (c)               | G.L.Armstrong (old section)     | 1930                                | -                  | 796                | D                                        | E                                        |                                         | 310   |       |      |                                                                             | MECR/BECR                                  |
| (d)               | Memorial                        | 1918                                | -                  | 858                | D                                        | E                                        |                                         | 430   |       |      |                                                                             | MECR/BECR                                  |
| (e)               | LloydGeorge                     | 1918                                | -                  | 549                | D                                        | E                                        |                                         | 400   |       |      |                                                                             | BECR                                       |
| (f)               | Tweedsmuir                      | 1911                                | -                  | 444                | D                                        | E                                        |                                         |       | 540   |      |                                                                             | BECR                                       |
| (g)               | Hillcrest (old section)         | 1920                                | -                  | 678                | D                                        | E                                        |                                         |       | 200   |      |                                                                             | Cap. Res.                                  |
| (h)               | Gibson (Stage I)                | 1892                                | -                  | 496                | D                                        | E                                        |                                         |       | 370   |      |                                                                             | BECR                                       |
| (i)               | Gibson (Stage II)               | 1892                                | -                  | 496                | D                                        | E                                        |                                         |       |       | 260  |                                                                             | Cap. Res.                                  |
| (j)               | King George                     | 1912                                | -                  | 532                | D                                        | E                                        |                                         |       |       | 700  |                                                                             | Cap. Res.                                  |
| TOTAL \$          |                                 |                                     |                    |                    |                                          |                                          | 1,120                                   | 1,140 | 1,110 | 960  |                                                                             |                                            |

1988 11 17  
Date

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## PROPOSED PROJECTS — BUILDINGS

(CAPITAL EXPENDITURE FORECAST)

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Board

Board No.

6 - 4 - 319

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

100 Main Street West, Hamilton, Ontario L8N 3L1.

| Board Priority Number | Name Of Project And Location | Original year of construction | Pupil Places In |                 | Project class code (see instructions) | Type of project (Elem. (E), Sec. (S)) | Total Estimated Cost of Project \$(000) |      |      |      |      | Calendar In Which Bldg. Proposal Is Expected To Be Submitted | Proposed Financing of Local Share |
|-----------------------|------------------------------|-------------------------------|-----------------|-----------------|---------------------------------------|---------------------------------------|-----------------------------------------|------|------|------|------|--------------------------------------------------------------|-----------------------------------|
|                       |                              |                               | This Project    | Existing School |                                       |                                       | 1990                                    | 1991 | 1992 | 1993 | 1994 |                                                              |                                   |
| 8.                    | BOILER REPLACEMENT PROGRAM   |                               |                 |                 |                                       |                                       |                                         |      |      |      |      |                                                              |                                   |
| (a)                   | Burkholder                   | 1959                          | -               | 455             | G                                     | E                                     | 85                                      |      |      |      |      |                                                              | "                                 |
| (b)                   | Eastmount                    | 1959                          | -               | 493             | G                                     | E                                     | 80                                      |      |      |      |      |                                                              | "                                 |
| (c)                   | Thornbrae                    | 1961                          | -               | 368             | G                                     | E                                     |                                         | 95   |      |      |      |                                                              | "                                 |
| (d)                   | Lawfield                     | 1961                          | -               | 565             | G                                     | E                                     |                                         | 90   |      |      |      |                                                              | "                                 |
| (e)                   | Crestwood                    | 1962                          | -               | 710             | G                                     | S                                     |                                         |      | 90   |      |      |                                                              | "                                 |
| (f)                   | Chedoke                      | 1957                          | -               | 709             | G                                     | E                                     |                                         |      | 90   |      |      |                                                              | "                                 |
| (g)                   | Dalewood                     | 1949                          | -               | 486             | G                                     | E                                     |                                         |      |      | 110  |      |                                                              | "                                 |
| (h)                   | Parkdale                     | 1947                          | -               | 441             | G                                     | E                                     |                                         |      |      | 60   |      |                                                              | "                                 |
| (i)                   | Queensdale                   | 1948                          | -               | 384             | G                                     | E                                     |                                         |      |      |      | 65   |                                                              | "                                 |
| (j)                   | Briarwood                    | 1963                          | -               | 640             | G                                     | S                                     |                                         |      |      |      | 95   |                                                              | "                                 |
| TOTAL \$              |                              |                               |                 |                 |                                       |                                       | 165                                     | 185  | 180  | 170  | 160  |                                                              |                                   |

1988 11 17

Date

Use Sub-Totals and Carry Forward if more than one page is required.

Page 7 of 7

PAGE 35.





Education Centre,  
100 Main Street West,  
Hamilton, Ontario,  
1988 12 06.

To the Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

The **1989 Proforma Budget** (attached) is a **projection** of expenditures based on historical financial trends over the past 10 years. Our basic assumption is that the past will be an indicator for the future. In some cases, the historical trend has been modified to reflect system wide plans.

The detailed preparation of the 1989 budget is underway but the database is not sufficiently complete to provide a more precise projection than that presented in July. The needs of the system are presently being identified through budget submissions and new programs will be brought to the standing committees for consideration.

**Recommendation: that the 1989 Proforma Budget be received for information**

The internal preparation of the 1989 Budget should be completed by February and presentations to Budget Review Committee would commence at that time.

Prepared by: Greg Rutledge, Budget Manager

Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary

/mk  
attach.





Comments on 1989 Proforma Budget**EXPENDITURES**

Salaries, Wages, Benefits  
\$170,600,000 (7.7% increase)

Salaries, wages and benefits represent 78.4% of the Proforma Budget and are based on a 10 year average. It cannot be determined yet whether this amount will cover (i) additional staff for grades 1 and 2 (ii) Pay Equity adjustments and (iii) new programs.

In November and December, the October pay base will be reconciled with the Staffing Report and adjusted for salary increases, new programs and changes in enrolment. Benefits will follow a similar process.

Other Expenditures  
\$46,900,000 (9.9% increase)

The remaining expenditures represent 21.6% of the Proforma Budget.

Accommodation needs will be identified by the Accommodation Committee and financed from Capital from Current or Capital Reserves.

Repairs, Permanent Improvements, Replacement and New Equipment will include instructional computers, administrative computers, painting program, major roof repairs and technological studies. Requests from schools and departments have been priced and will be reviewed by the Superintendents in December.

Textbook budget will reflect the curriculum renewal emanating from O.S.I.S.

Transportation budget will be determined from October billings and adjusted for rate increases from carriers.

Debt charges and energy costs will decline in 1989 as a result of debenture maturities and our direct buy/sell agreement for natural gas.

**REVENUES**

The revenues have been projected assuming that the proportion by revenue source will remain the same as in 1988. Provincial grant information will not be available until February or March of 1989 and could significantly change the projected increase to local taxpayers.

1988 11 30





THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON  
SUMMARY OF 1989 PROFORMA BUDGET

PAGE 38.

|                                                                       | 1988       |       | 1989     |       | INCREASE |         |
|-----------------------------------------------------------------------|------------|-------|----------|-------|----------|---------|
|                                                                       | \$'000     | %     | \$'000   | %     | \$'000   | %       |
| <b>EXPENDITURES</b>                                                   |            |       |          |       |          |         |
| Salaries & Wages, Employee Benefits                                   | 158,453    | 78.7  | 170,600  | 78.4  | 12,147   | 7.7     |
| Travel, Personnel Training & Bursaries                                | 995        | 0.5   | 1,200    | 0.6   | 205      | 20.6    |
| Books, Energy, Repairs & Supplies                                     | 22,410     | 11.1  | 24,500   | 11.3  | 2,090    | 9.3     |
| Replacement & New Equipment                                           | 4,019      | 2.0   | 3,900    | 1.8   | (119)    | (3.0)   |
| Debt Charges                                                          | 1,568      | 0.8   | 1,200    | 0.6   | (368)    | (23.4)  |
| Capital from Current & Perm. Improvements                             | 1,795      | 0.9   | 2,200    | 1.0   | 405      | 22.5    |
| Rentals, Fees & Contractual Services                                  | 6,343      | 3.2   | 7,500    | 3.4   | 1,157    | 18.2    |
| Transfers to Other Boards, Other                                      | 5,542      | 2.8   | 6,400    | 2.9   | 858      | 15.5    |
| Total Expenditure Budget                                              | 201,125    | 100.0 | 217,500  | 100.0 | 16,375   | 8.1     |
|                                                                       | =====      |       | =====    |       | =====    |         |
| <b>REVENUES</b>                                                       |            |       |          |       |          |         |
| Levy for Mill Rate                                                    | 115,543    | 57.4  | 124,900  | 57.4  | 9,357    | 8.1     |
| Suppl. Taxes, T. & T., P.I.L., Surplus & Trfe                         | 8,888      | 4.4   | 10,200   | 4.7   | 1,312    | 14.8    |
| Provincial Grants                                                     | 64,548     | 32.1  | 69,800   | 32.1  | 5,252    | 8.1     |
| Other Revenue                                                         | 11,601     | 5.8   | 12,600   | 5.8   | 999      | 8.6     |
| Refund of Taxes                                                       | 545        | 0.3   | 0        | 0.0   | (545)    | (100.0) |
| Total Revenue Budget                                                  | 201,125    | 100.0 | 217,500  | 100.0 | 16,375   | 8.1     |
|                                                                       | =====      |       | =====    |       | =====    |         |
| <b>Levy</b>                                                           |            |       |          |       |          |         |
| Board of Education Levy (as above)                                    | 115,543    |       | 124,900  |       | 9,357    | 8.1     |
| Additional Levy by City re prior<br>year short-fall of tax collection | 194        |       | 200      |       | 6        | 3.1     |
| Total Levy                                                            | 115,737    |       | 125,100  |       | 9,363    | 8.1     |
|                                                                       | =====      |       | =====    |       | =====    |         |
| <b>Residential Mill Rates</b>                                         |            |       |          |       |          |         |
| Education                                                             | 138.1575   |       | 149.3344 |       | 11.1769  | 8.1     |
| City                                                                  | 87.7568    |       |          |       |          |         |
| Region                                                                | 73.3153    |       |          |       |          |         |
|                                                                       | 299.2296   |       |          |       |          |         |
|                                                                       | =====      |       |          |       |          |         |
| <b>Taxes on Average \$5,000 Assessment</b>                            |            |       |          |       |          |         |
| Education                                                             | \$690.79   |       | \$746.67 |       | \$55.88  | 8.1     |
| City                                                                  | 438.78     |       |          |       |          |         |
| Region                                                                | 366.58     |       |          |       |          |         |
|                                                                       | \$1,496.15 |       |          |       |          |         |
|                                                                       | =====      |       |          |       |          |         |





1988 11 29.

To the Chairman and Members,  
Operations Management Committee,  
Board of Education,  
Hamilton, Ontario.

Re: Sign - Central Elementary School

Ladies & Gentlemen:

On November 17, 1988, the Board directed that the Superintendent of Plant report to the Operations Management Committee with respect to the above matter. Accordingly, the Superintendent of Plant wishes to advise that preliminary discussions with the Local Architectural Conservation Advisory Committee (L.A.C.A.C.) and the City, indicate that the proposed sign as shown on the attached sketches, would meet their criteria. If it is decided to proceed with the work, it would be necessary to make formal application for a permit.

The estimated cost to provide the sign is approximately \$4,500.

Prepared and submitted by: R. T. Orlando, Superintendent of Plant

Approved by: K. A. Rielly, Director of Education & Secretary.



5-02

# CENTRAL SCHOOL

ALUM. BACKGROUND  
BRONZE ANODIZED-7

3"  $\phi$  STEEL PIPE PAINT BRONZE  
AV-133

Nov 28/88.





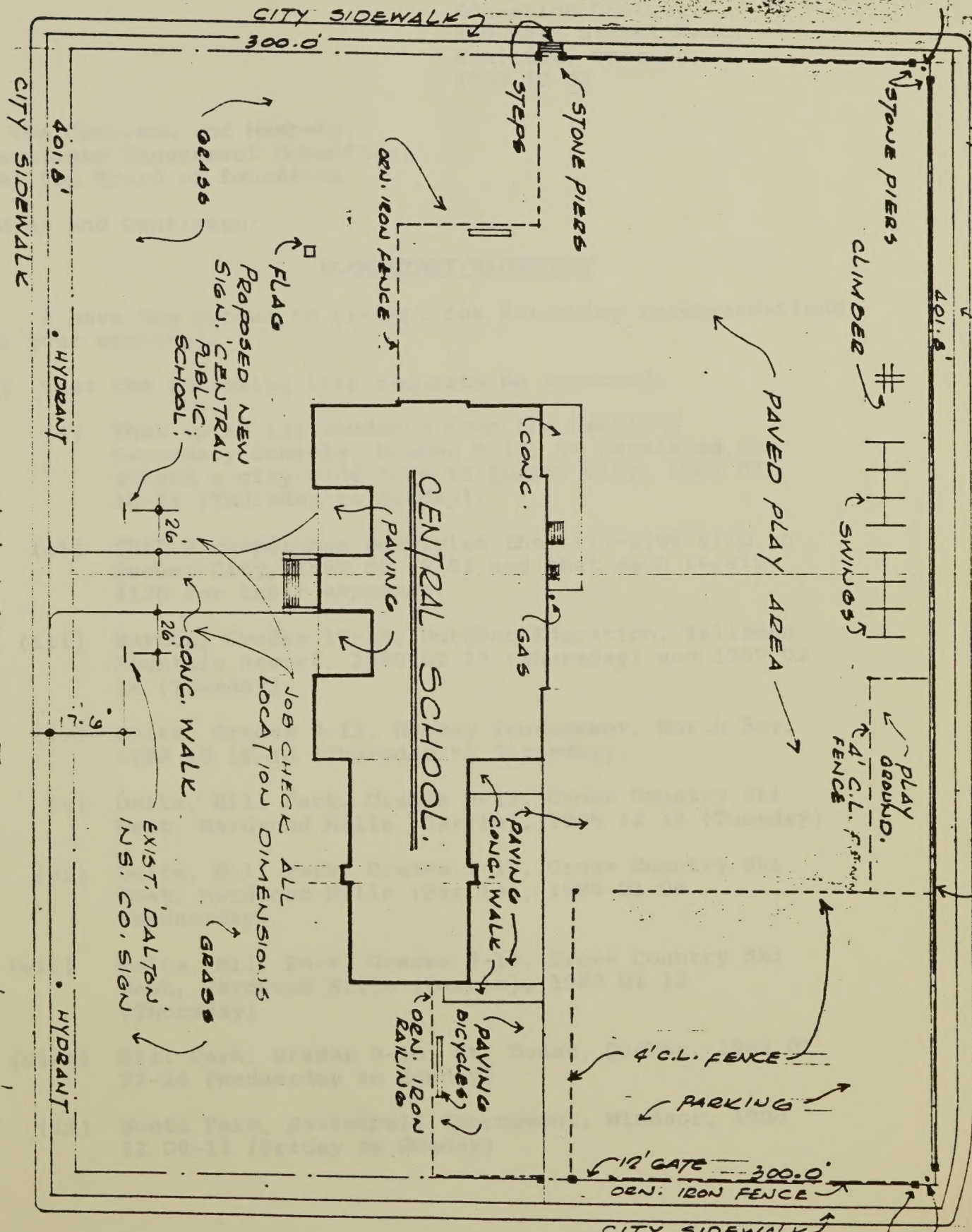
PARK ST. SOUTH

STL. POST

CITY SIDEWALK

BOLD ST.

ORN. IRON FENCE MOUNTED ON TOP



BAY ST. SOUTH.

CENTRAL PUBLIC SCHOOL - SITE PLAN

HUNTER ST. SIGN LOCN

SCALE:- 1"=50.0" AUG. 10 1988.







Education Centre,  
100 Main Street West,  
Hamilton, Ontario,  
1988 12 01.

To The Chairman and Members,  
Operations Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following trip requests be approved:
  - (i) That up to 135 students from the Hamilton Secondary Schools, Grades 9-13, be permitted to attend a city-wide trip to Quebec City, 1989 05 18-21 (Thursday to Sunday).
  - (ii) That 9 chaperones supervise the city-wide trip to Quebec City, 1989 05 18-21 and that each receive \$120 for their expenses.
  - (iii) Barton, Grades 10-13, Outdoor Education, Talisman Mountain Resort, 1989 01 12 (Thursday) and 1989 02 14 (Tuesday).
  - (iv) Delta, Grades 9-13, Hockey Tournament, North Bay, 1988 12 15-18 (Thursday to Saturday).
  - (v) Delta, Hill Park, Grades 9-13, Cross Country Ski Meet, Hardwood Hills (Barrie), 1988 12 13 (Tuesday)
  - (vi) Delta, Hill Park, Grades 9-13, Cross Country Ski Meet, Hardwood Hills (Barrie), 1989 01 04 (Wednesday)
  - (vii) Delta, Hill Park, Grades 9-13, Cross Country Ski Meet, Hardwood Hills (Barrie), 1989 01 12 (Thursday)
  - (viii) Hill Park, Grades 9-10, St. Donat, Quebec, 1989 02 22-26 (Wednesday to Sunday)
  - (ix) Scott Park, Basketball Tournament, Windsor, 1988 12 09-11 (Friday to Sunday)



- 2 -

- (x) Sir Winston Churchill, Westmount, Grades 11-13, Paris, France, 1989 03 09-18 (Thursday to Saturday) - Glendale also going - approved at October Meeting.
- (xi) C. B. Stirling, Grade 8, Quebec City, 1989 06 07-10 (Wednesday to Saturday)
- (xii) Chedoke, Grade 8, Ottawa, 1989 05 10-12 (Wednesday to Friday)
- (xiii) Chedoke, Grade 8, Quebec City, 1989 05 10-13 (Wednesday to Saturday)
- (xiv) Dalewood, Grade 7, Outdoor Education, Camp Wanakita, 1989 01 08-11 (Sunday to Wednesday)
- (xv) George L. Armstrong, Grade 8, Quebec City, 1989 02 15-18 (Wednesday to Saturday)
- (xvi) George L. Armstrong, Grade 7, Midland, 1989 06 08-09 (Thursday to Friday)
- (xvii) Ryerson, Grades 6-8, Outdoor Education, Camp Wanakita, 1989 02 12-15 (Sunday to Wednesday)

Respectfully submitted,

K. A. Rielly,  
Director of Education  
and Secretary.

\*jep





REPORT OF THE  
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: J. Bishop (Chairman), Trustees Baskin and Desmarais  
Mesdames Dalziel, Knol, Masters and Trott; Drs. Jacobs  
and Newberry;

Also

Present: A. Mutart (Hamilton Teachers' Federation)  
A. Kunc (Hamilton Principals' Association)  
G. Perrault (Headmasters)  
E. Weins (Consultant, Special Education)

Officials

Present: P. Beveridge (Superintendent of Curriculum, Special &  
Educational Services)  
J. Yurkiw (Assistant Superintendent, Special Services)  
R. Adams (Co-ordinator, Special Education)  
F. Neumann (Administrative Assistant to the  
Superintendent of Curriculum & Special  
Services)

The Committee recommends:

ELEMENTARY/SECONDARY

- (a) That due to the large number of identified exceptional students at Dalewood, SEAC requests that appropriate extra staff be considered.

Respectfully submitted,

Judith Bishop  
Chairman.

Meeting Room  
1988 11 16.

REPORT OF THE  
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: 1. Edwin (Chairman), District Board and District  
Board of Education, District Board and District  
Board of Education

Also Present: 2. Robert (District Board of Education)  
3. John (District Board of Education)  
4. Robert (District Board of Education)  
5. John (District Board of Education)

Others: 6. Robert (District Board of Education, Special  
Education Services)  
7. John (District Board of Education, Special  
Education Services)  
8. Robert (District Board of Education, Special  
Education Services)  
9. John (District Board of Education, Special  
Education Services)

The Committee recommended:

RECOMMENDATIONS

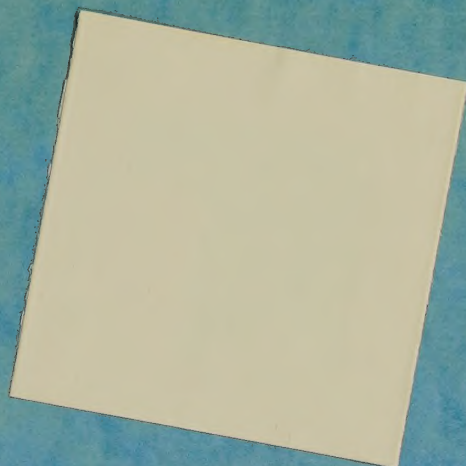
(a) That due to the large number of identified exceptional  
students at present, SAC requests that appropriate steps  
still be considered.

Respectfully submitted,

John (Chairman)  
District Board of Education

Meeting Room  
Room 11.10.





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| 25073 | R. BLUE/BLEU R. | BB2507 |
| 25074 | GREY/GRIS       | BD2507 |
| 25075 | GREEN/VERT      | BP2507 |
| 25077 | TANGERINE       | BA2507 |
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